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ABSTRACT

This is a report which describes and evaluates a Summer Day Elementary School (SDES) program conducted in 1969 and involving 153 elementary schools in New York City. For six weeks, 37,502 children from disadvantaged areas attended voluntarily for a half day. Services provided included: (1) reading and arithmetic (Basic Component); (2) enrichment for the academically gifted or talented (Gifted and Enrichment Component); (3) continuity for the mentally retarded (CRMD Component); and, (4) instruction in English as a second language (ESL Component). The extensive evaluation disclosed various strengths and weaknesses of all components. The major changes suggested were: (1) separate levels of instruction for children at or near grade level and those well below grade level; (2) improved communication in the CRMD Component; (3) more consistent selection of qualified teachers in the ESL Component; and, (4) year round commitment of staff, and early commitment of funds for significant improvement in the success level of the summer program. (Author/DM)

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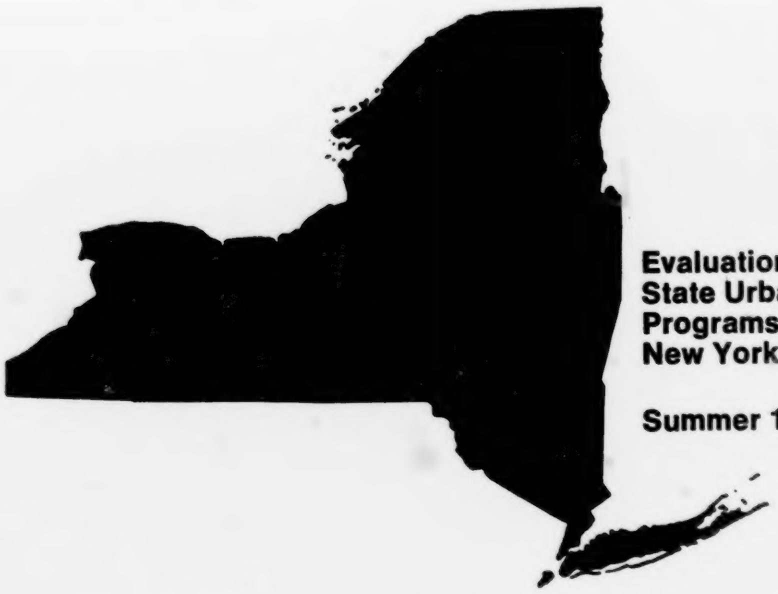
1969 SUMMER DAY ELEMENTARY SCHOOL PROGRAM FOR DISADVANTAGED PUPILS

by David J. Fox
**with Lisa Harbatkin, Roy L. MacDougal,
Larry Rosenzweig, William J. Roth
and John J. Storte**

November 1969



**Evaluation of
State Urban Education
Programs in
New York City**

Summer 1969

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State Urban Education Program Evaluation

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Evaluation of a New York City school district educational project funded under the New York State Urban Education Program (Chapter 685, Section 9, Subdivision 12, Laws of 1968, New York State Legislature), performed under contract with the Board of Education of the City of New York.

December 1969

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David J. Fox

CHAPTER I

PROJECT DESCRIPTION

A. INTRODUCTION

During the summer of 1969, 153 elementary schools in New York City participated in a funded Summer Day Elementary School (SDES) Program, a six-week, half-day program, designed to provide 37,502 children from disadvantaged areas with additional instructional services.[1] Children were in attendance three hours daily between the hours of 9:00 A.M. and 12:00 noon for the period from July 7 through August 15.

Participation in the program was voluntary. Attendance by children was not determined by failing performances from the previous school year. The only general criterion was that children who did attend reside within an attendance zone officially designated as located within a poverty area. Both public and nonpublic school children were eligible to participate. The proposal limited class size to 20 pupils.

The Board of Education proposal indicated that administrative implementation and adaptation to meet local needs were to be determined by each district superintendent, with the following priorities:

1. To improve the academic performance of children retarded in reading, arithmetic, and other basic educational requirements (Basic Unit).
2. To provide enrichment and challenge for the academically gifted and/or talented (Gifted and Enrichment Components).
3. To provide continuity for those mentally retarded children whose parents wish to avail themselves of a summer program (CRMD Component).
4. To provide instruction in English as a second language for those children who require it (ESL Component).

B. ORGANIZATION

As stated in the Board of Education's proposal, as well as its report on the program, the various components were organized in the following way:

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[1] Funds were provided under the New York State Urban Education program. An additional seven schools were funded by New York City.

1. Basic Unit--Reading and Mathematics

There were 105 Basic Units housed in 160 schools. (This included 100 state-funded units housed in 153 state-funded schools and five city-funded basic units in seven city-funded schools.) Each Basic Unit consisted of a staff of 12 reading teachers, three mathematics teachers, one school librarian, one school secretary, 16 educational assistants, two school aides and one assistant principal or teacher-in-charge. The pupils were recommended by their home school principals on the basis of retardation in reading and/or mathematics.

2. CRMD Component

Programs were located in centrally located schools. Each unit consisted of two experienced CRMD teachers and two educational aides. The teachers worked with no more than 15 children each. These children were drawn from the group presently enrolled in CRMD classes.

3. Learning English as a Second Language (ESL)

In summer schools having a substantial number of non-English speaking children, one teacher was assigned to provide instruction of English as a second language. She selected her pupils from among the children participating in the other programs on the basis of their need for instruction in English and generally worked with them in small groups for part of the half day. There were 47 non-English components located in schools which already had a reading and math basic unit.

4. Gifted Component

The superintendent of each district developed the criteria for admission into these classes, dependent upon the needs of the district. The organization of each Gifted Component included six teachers, six educational assistants, one school aide, one secretary. The program consisted of enrichment in various curriculum areas, possibly involving a departmentalized program. The Gifted Component was added to a school which already had the basic unit (or part of a basic unit) of reading and math. There were 15 Gifted Units.

5. Enrichment Component (Music, Art)

The organization of each Enrichment Component included two music and two art teachers, one school aide, four educational assistants, and one secretary. Children not severely retarded in reading were eligible for this program. The Enrichment Component was added to schools which already had a reading and math basic unit or part of such a unit. There were 31½ Enrichment Components.

6. Central Staff

To administer the program centrally there were one coordinator and one assistant coordinator for 43 days, and two secretaries for 34 days. There were two central supervisors for the CRMD component and one secretary. Personnel attended 34 days for 3½ hours per day.

C. FUNDING AND ADMINISTRATION

The Summer Day Elementary School program was funded with State Urban Education Aid, in the amount of $3,254,887.

To implement the program, positions for supervisors, teachers, secretaries, educational assistants and/or teacher aides, and school aides were allotted to each district for assignment to specific schools by the district superintendent.

The district superintendent then selected participating schools in his district and allocated the various positions and decided on the subjects taught in accordance with the needs and resources available.

D. EVALUATION OBJECTIVES

The Board of Education's proposal requested that the evaluation agencies deal with the following general objectives:

1. to estimate the extent to which the program was implemented in the scope suggested in the proposal
2. to provide estimates of class size and attendance
3. to assess the extent to which the program responded to valid recommendations made in earlier evaluations
4. to provide evidence of carry-over or follow-up into the succeeding school year.

Objectives specific to each component are described in the section of this report dealing with the specific components. Similarly, the evaluation procedures used in each will be described in the chapter related to that component.

CHAPTER II

THE BASIC COMPONENT--READING AND ARITHMETIC

A. EVALUATION OBJECTIVES

The objective for the basic component as presented by the Board of Education's proposal was "to improve the academic performance of children retarded in reading, arithmetic and other basic educational requirements." The goals and activities indicated included an emphasis on reading assistance, particularly for grade three children; development of attitudes favorable to learning in general and reading and mathematics in particular; weekly scheduling of visits to the library; and efforts to use special materials in reading.

Evaluation objectives were:

1. to determine pupil attendance
2. to assess pupil achievement in reading and mathematics
3. to assess pupil attitudes toward major aspects of the program
4. to evaluate the reactions of teachers and principals to the program
5. to evaluate the quality of instruction by observation of in-class activities
6. to evaluate the use of library facilities.

B. PROCEDURE

1. Sampling

A stratified random sample of schools was selected. The schools were first stratified on the basis of borough location; schools were then randomly sampled from within each stratum until 15 percent of the population (estimated on the basis of units) was obtained. The final sample contained 15 schools, each with a complete basic unit: five from Brooklyn, four from the Bronx, three from Manhattan, two from Queens and one from Richmond.

2. Instruments and the Sample Base for Each Component (Appendix A)

a. Census Report

The census report was designed to determine pupil registers and attendance at various points in the program. It was sent to the 105 schools for which complete information was available to the evaluation staff, and returned by 26, a response of 25 percent.

b. Metropolitan Achievement Test: Reading

Prior to the administration of tests, principals of the sample schools were asked to submit registers containing the names, regular schools and last official classes of all third and fifth grade pupils in their program so that results of the Board of Education's spring testing program could be obtained as an estimate of reading achievement prior to the program. Many of the 15 sample schools were unable to provide sufficiently complete information on their pupils for our clerical staff to locate spring testing results from the files of the Board of Education.

Accordingly, the Metropolitan Achievement Test was administered during the fifth week of the program to pupils in 11 sample schools for whom a sufficient amount of spring testing scores were obtained. Form B of the Upper Primary Level was given to third grade pupils; fifth grade pupils received Form B of the Elementary Level. Examiners were chosen on the basis of experience in testing small children. All but one were graduate students in education or psychology. In all, pre-(April) and post-(August) testing in reading achievement were obtained for 106 third grade and 100 fifth grade children.

c. Pupil Interviews

Pupil interviewers used a structured guide with rating scales to provide both children's reactions and the interviewers' rating of the impact of the basic program on the children. The areas of study were pupils' attitudes toward summer school, toward reading and towards mathematics, perceptions of the library, comparative evaluation of summer school and regular school, and the self-appraisal of the students as achievers and their expectancy of future achievement. The interviewers were chosen on the basis of ethnic background, experience, and sensitivity to small children. In general, black children were interviewed by black adults, and Spanish-speaking children by bilingual adults. Because of incomplete census data, small class sizes, and scheduling conflicts with trips, pupils were not selected randomly as originally planned. Available time and staff made it possible to conduct interviews in 12 of the 15 sample schools. In each of the 12 schools visited, all fifth grade pupils present that day were interviewed. Where few fifth grades were present, samples of sixth grade pupils were interviewed. In all, 125 pupils were interviewed, 101 fifth graders and 24 sixth graders.

d. Teacher Questionnaire

The teacher questionnaire focused on teachers' evaluation of recruitment, curriculum, facilities and materials; continuity of the program with regular school; strengths and weaknesses of the program; ratings of gains in pupil attitudes and achievement; and achievement in reading, mathematics, and learning in general. In an attempt to obtain a greater percentage of return by teachers, two forms of this questionnaire were constructed with a corresponding reduction in the number of questions asked each teacher. The two forms were sent to a total of 958 teachers in 105 schools, half receiving each form. (These were the teachers in the 105 schools for which information was received from the Board of

Education prior to the start of the program.) A total of 527 (Form A: 255; Form B: 272) questionnaires were returned, a return rate of 55 percent.

e. Principal Questionnaire

The major areas this questionnaire focused on as relevant to the basic program were: the extent to which the basic program maintained continuity with pupils' home schools; methods of grouping pupils for instruction and the criteria on which they were based; evaluation of the recruitment process, performance of staff, effectiveness of curriculum; and overall strengths and weaknesses of the Basic Component. It was sent to the principals of the 105 schools for which Board of Education information was available and returned by 91, a percentage of response of 87 percent.

f. Individual Lesson Observation Report

The Individual Lesson Observation Report (ILOR) was used by the observers to assess the quality of in-class instruction. Major areas of interest were the qualities of the lesson, availability and use of instructional aids, and the amount and quality of interaction between and among the teacher and children. During the third and fourth weeks of the program, lesson observations were conducted by ten professionals in the field of education from the staff of local college and university education departments. Each observer spent about one hour in each classroom completing three observations per morning. In all, a total of 85 classes were randomly selected and observed in 15 schools. Of these, 52 were in reading and 29 in mathematics, while four included instruction in both.

g. Librarian Questionnaire

The questionnaire surveyed the extent to which the library program played a part in the basic program. Areas of interest were the extent to which facilities were available, the amount and quality of special materials on hand, the extent to which they were used, and the librarians' assessment of the strengths and weaknesses of the library program in general. It was sent to 101 librarians in the same number of schools and was returned by 65, a response of 64 percent. (Four of the 105 schools had no library programs.)

h. Educational Assistant Questionnaire

The educational assistant questionnaire was administered in the form of a group interview, and focused on the assistants' relationship with the schools and communities prior to the SDES program; their contributions to the schools; and ways in which they benefited from their experiences in SDES. In all, a total of 125 educational assistants were queried in 12 of the 15 sample schools, approximately 5 percent of those in the program.

CHAPTER III

THE BASIC COMPONENT--FINDINGS

A. GENERAL ASPECTS OF PROGRAM

The data concerning general aspects of the program were drawn primarily from the teacher questionnaire (N = 527) and principal questionnaire (N = 91).

1. Organization

When asked if the program was adequately organized prior to its start, 60 percent of the principals said it was. Of the 36 (40 percent) who responded no, two points were made frequently. First, ten noted that coordination of the SDES program with pupil needs was seriously lacking, most noticeably in the areas of providing a meaningful program for non-English speaking children and a program whereby holdovers of the previous school year could advance themselves. Then, nine indicated that the goals of the program were obscure and that they felt a need for joint planning by principals of SDES and feeder schools so that clearly defined goals reflecting the needs of the children could be established. Less often (in five replies), principals indicated a lack of continuity between SDES and feeder schools which resulted in inadequate and/or inappropriate background information on pupils necessary to the organization of SDES; and a lack of explicit guidelines outlining information to be contained in progress reports sent to the home school. The same number (five) indicated a need for greater coordination between SDES and other community programs in order to reduce duplication of service.

Larger proportions of teachers than principals were satisfied with the organization of the program (81 percent compared to 60 percent). Nineteen percent of the teachers felt that the program was inadequately organized prior to its start (N=98). Twenty-five of these were dissatisfied with the pupil recruitment process, indicating that the program was not sufficiently publicized, and that procedures for pupil registration were inadequate. Twenty of the teachers indicated that pupil placement procedures were inadequate and inappropriate, citing large class size and a wide range of abilities within each class, and 18 indicated that the time allotted for orientation and preplanning was insufficient. Late arrival of materials was indicated by 33 teachers as a reason for inadequate organization.

2. Census Report

Census information provided by the Board of Education prior to the start of SDES indicated that 150 schools (later changed to 153) would participate in the basic program. Records of pupil registration and attendance at various points in the program were obtained from the 26 schools which responded to the census questionnaire sent to the 105 schools for which information was available. The data are summarized in Table III-1, with the low percent of return limiting the generalizations to be drawn from these data.

Approximately 80 percent of the children who preregistered were in attendance the opening day of classes, suggesting that registration procedures were reasonably effective. Registration continued after the program began, as indicated by the increased registration figures of the third week. However, attendance figures showed a decrease in the percentage of students in attendance.[1] By the fifth week of the program registration figures decreased from those of the third week while the percentage of students in attendance increased slightly.

3. Pupil Recruitment Process

Principals were asked to indicate the overall effectiveness of the pupil recruitment process. Sixty-five percent of the principals rated the pupil recruitment process as "effective" while 23 percent rated it as "adequate." The remaining 12 percent considered the process "ineffective."

Principals' evaluation of the extent to which the SDES was publicized among various groups within the school and community is presented in Table III-2.

A majority, between 63 percent and 73 percent, considered the program "well" or "very well" publicized among each group listed. At the other end of the scale, publicity was most frequently rated as less than adequate among disadvantaged pupils (18 percent), parents (11 percent), and community groups (23 percent).

Of the 24 principals who judged the SDES publicity campaign as less than adequate, ten said publicity of SDES did not begin early enough because of the last minute funding of the program, and the same number indicated that the publicity campaign would have been more effective if the mass communications media such as television, radio, and newspapers, had been used to disseminate information regarding the SDES program to parents.

4. Organization of Classes

Principals were asked to provide information on the manner in which children were grouped within classes and the criteria used when classes were formed on the basis of ability level.

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[1] Some of this drop may reflect schools maintaining children on register who preregistered but did not show up. There was no program policy on dropping or maintaining such children.

TABLE III-1

RECORD OF PUPIL REGISTRATION AND ATTENDANCE IN BASIC COMPONENT

	Reading			Mathematics		
Date	Register	Attendance N	%	Register	Attendance N	%
7/7 (opening day)	4536	3730	82	790	636	81
7/23 (third week)	6138	4246	69	1182	838	71
8/8 (fifth week)	5838	4197	72	1109	819	74

Source: Census Reports (N = 26 schools)

TABLE III-2

PRINCIPALS' REPORTING OF EXTENT TO WHICH SDES PROGRAM WAS PUBLICIZED AMONG VARIOUS GROUPS WITHIN THE SCHOOL AND COMMUNITY BY PERCENT

	Extent Program Was Publicized				
Groups	Very Well	Well	Adequate	Poorly	Very Poorly
Administrators	52	21	18	8	1
Teachers	47	24	18	8	3
Disadvantaged pupils	47	17	18	16	2
Parents	40	22	21	15	2
Community groups	29	24	22	19	4

Source: Principal Questionnaire (N = 91)

The result of responses are given in Tables III-3 and III-4. In interpreting the tables, it is important to note two facts: some schools did not have a large enough register to justify ability grouping; and the extent of departmentalization of reading and arithmetic was not ascertained by this evaluation. Some principals indicated that they were not able to group by ability level for both reading and arithmetic when both subjects were combined in one class. In every case where this was indicated, the principal chose to group on ability level in reading instead of arithmetic. This would account to some extent for the higher percentage of school grouping classes on ability level in reading (46 percent) than in arithmetic (36 percent).

In Table III-4, the criterion "other" used to group on ability level consisted of measurements of pupils obtained in the summer school because of late registration or inability to obtain adequate information from home schools. These measures included diagnostic tests and informal open textbook tests. For some pupils, it consisted of the ability to read and write English.

5. Continuity of Program

Principals were asked to rate the availability and usefulness of background information on pupils provided by home schools (Table III-5). The ratings of availability and usefulness of information did not differ significantly for arithmetic and reading. Approximately one-third (29 - 35 percent) of the SDES principals indicated that feeder schools made data on pupils "fully available" to SDES schools, and more than half (53 - 57 percent) of the principals indicated that data were made "partially" available. However, of the principals who indicated that data were fully or partially available, less than one-third (27 - 29 percent) felt that the data provided had been fully useful.

The intent to establish continuity in the other direction (summer to regular school) was clearly indicated, for when asked if progress reports on the children would be sent to their home schools, almost all (91 percent) of the teachers responded "yes." The contents of progress reports teachers indicated would be sent to the home school are summarized in Table III-6.[2]

6. Materials and Supplies

Materials and supplies were rated by teachers as to their availability (starting with the first week), sufficiency for effective learning, relevance to cultural background of pupils, and appropriateness for ability level. The data appear in Table III-7.

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[2] It would be a useful follow-up to determine if indeed such reports are routinely sent, since no systematic structure has been established for sending them.

TABLE III-3

CRITERIA USED FOR FORMING CLASSES BY PERCENT

	Yes	No	No Response
By Grade Level			
Math (N = 87)	54	39	7
Reading (N = 91)	59	33	8
By Ability Level			
Math (N = 87)	36	44	21
Reading (N = 91)	46	30	25

Source: Principal Questionnaire (N = 91)

TABLE III-4

CRITERIA ON WHICH ABILITY GROUPING WERE BASED BY COMPONENT BY PERCENT

	Standardized Test Results	Teacher Grades	Teacher, Guidance Supervisor Remarks	Other
Math (N = 69)	32	58	62	20
Reading (N = 72)	55	67	65	21

Source: Principal Questionnaire (N = 91)

Percentages total more than 100 because of multiple responses

TABLE III-5

AVAILABILITY AND USEFULNESS OF BACKGROUND INFORMATION ON PUPILS PROVIDED BY HOME SCHOOLS BY PERCENT

	Availability		Usefulness[a]	
Extent	Math	Reading	Math	Reading
Full	29	35	27	29
Partial	53	57	70	68
None	18	8	3	3
N =	77	83	63	76

Source: Principal Questionnaire (N = 91)

[a] Percent response to usefulness is based on the number responding to either full or partial availability of materials.

TABLE III-6

CONTENTS OF SDES PROGRESS REPORTS TO BE SENT TO HOME SCHOOLS AS REPORTED BY TEACHERS BY PERCENT

Content	Response
Diagnostic information	86
Attitudes	24
Academic progress	23
Standardized test results	21
Recommendations for placement	19
Attendance	15
More than one of above	63

Source: Teacher Questionnaire Form A (N = 255)

TABLE III-7

TEACHER RATINGS OF ASPECTS OF MATERIAL AND SUPPLIES BY PERCENT

Aspect	Percent Applying Rating Indicated			
	Very Good	Good	Fair	Poor
Availability (starting with the first week)	35	30	17	18
Sufficient for effective learning	36	42	12	10
Relevance to cultural background of pupils	20	44	25	11
Appropriateness for ability level	35	45	14	6

Source: Teacher Questionnaire, Form A (N = 255)

Four-fifths of the teachers rated their materials as "good" or "very good" in regard to appropriateness for their pupils' ability level and sufficiency for effective learning. Availability of materials, as well as their relevance to the cultural background of the pupils was "good" or "very good" by two-thirds of the teachers. The positive perception of teachers was reinforced by the observers who rated seven of every eight lessons (87 percent) as having adequate supplies and materials.

When asked what additional materials, if any, were needed to enable classes to function at maximum effectiveness, approximately half of the 255 teachers (N = 122) indicated that no materials were needed. Those who indicated a need for additional materials mentioned materials related to reading and language arts (96); to arithmetic (59); audiovisual material (26); basic supplies (24); and educational games (17).

In light of the fact that previous evaluations indicated late arrival of materials, principals were asked to rate the availability and adequacy of regular school year materials for use in the summer program. Generally they were available to the summer program, for 58 percent of the principals indicated that these materials were "fully" available, and 33 percent indicated their "partial" availability. Only 9 percent indicated that these materials were not available. Of those who responded that regular school year materials were either fully or partially available (82), most (80) rated them as completely (N = 36) or partially adequate (N = 44), with only two principals rating the materials as inadequate.

Late arrivals of materials continued to be a major problem. Although 79 percent of the respondents said they were given the chance to pre-order materials, and 77 percent indicated "total" or "a great deal" of say in what was ordered, 82 percent reported that "all" or "some" of the materials were not received prior to the start of the program. As shown in Table III-8, 35 percent indicated that materials ordered never arrived and 19 percent indicated that materials arrived after the third week of the program making it unlikely that those materials could be incorporated into the program in any meaningful way.

7. Problems Encountered in SDES

Teachers were asked to rate a list of ten potential problems identified by teachers and principals who participated in the 1968 and 1969 SDES[3] Programs. The data are presented in Table III-9.

In 1969, no problem was seen as "moderate" or "major" by more than half of the teachers, whereas "parental involvement" had been in 1968. In 1969, as in 1968, attendance and sufficiency of supplies were seen as the dominant problems, followed by attrition of students, completion of desired materials, and parental and student involvement. Otherwise, no problem was considered moderate or major by as many as 20 percent of the teachers.

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[3] Summer Day Elementary School Program, David J. Fox, et al. Center For Urban Education, December, 1968.

The allocation of paraprofessionals (10%), maintaining quality of program (14%), behavior (11%), and disciplining (14%) of students were seen as problems by no more than one in seven of the respondents.

Teachers were asked to comment on ways in which the above problems might be alleviated. While 232 of the 272 teachers who returned Form B indicated that they considered at least one of the above problems to be either major or moderate, only 45 percent of these recommended ways of alleviating the problems.

The recommendations mentioned most frequently to alleviate the problem of poor attendance were by providing pupils with a greater variety of activities, hence stimulating their interest in summer school (N=10), establishing more stringent regulations such as compulsory attendance (N=7), extension of the regular school year (N=5), and greater follow-up of absentees (N=5).

Sufficiency of supplies was considered a problem because of late arrival and inappropriateness to the needs of the children. It was suggested that late arrival of supplies could be alleviated by utilizing supplies left over from previous summers, as well as by instituting ordering procedures that would insure the early arrival of supplies (N=29). The problem of inappropriateness of supplies could be alleviated by allowing teachers to order their own materials (N=15).

Twelve teachers suggested that alleviation of the problem of attrition could be accomplished through increased publicity of SDES and better recruitment procedures prior to the start of summer school, and ten urged greater parental involvement.

Completion of desired materials could be accomplished by extending the program, either by lengthening the school day or by increasing the number of weeks, according to three responses; two others urged freeing teachers from non-teaching activities to allow for the completion of desired materials.

B. QUALIFICATIONS AND FUNCTIONING

The data on teacher background information and functioning were drawn primarily from the Teacher Questionnaire and the Individual Lesson Observation Report (ILOR).

TABLE III-8

DISTRIBUTION OF SCHOOLS REPORTING ARRIVAL
DATES OF MATERIALS BY WEEK
BY PERCENT

All Materials Arrived on Time	Materials Arrived During Week 1	2	3	4	5	6	Materials Did Not Arrive
17	2	14	13	9	7	3	35

Source: Principal Questionnaire (N = 91)

TABLE III-9

DISTRIBUTION OF RATINGS ON POTENTIAL PROBLEMS 1968 AND 1969 BY PERCENT

	Extent of Problem					
	Major or Moderate Problem		Minor Problem		No Problem	
Problem	1968[a]	1969[b]	1968[a]	1969[b]	1968[a]	1969[b]
Attendance	43	46	24	22	33	32
Sufficient supplies	27	33	34	30	39	37
Attrition of students	47	44	20	17	39	33
Completion of desired materials (during summer)	23	28	34	29	43	43
Parental involvement and participation	62	23	16	16	22	61
Student involvement and participation	17	20	30	18	53	62
Disciplining students	16	14	25	19	59	67
Maintaining quality of program	10	14	24	13	66	73
Behavior of students	14	11	29	27	57	62
Proper allocation of Paraprofessionals	13	10	16	10	71	80

[a] Data from evaluation of 1968 Summer Day Elementary School Program

[b] Source: Teacher Questionnaire, Form B (N = 272)

1. Teacher Profile

All of the 527 teachers who responded were licensed teachers. Almost all (92 percent) held a license in Common Branches, 8 percent in Early Childhood Education, and 15 percent held licenses in other areas.[4]

More than half (57 percent) of the teachers had five years or more total experience, and half (51 percent) five or more years of teaching experience in disadvantaged areas. Only 21 percent of the teachers had less than three years teaching experience in general, and 17 percent had less than three years teaching experience in disadvantaged areas. The same number (21 percent) had more than ten years of teaching experience (see Table III-10).

Forty percent of the teachers taught both reading and arithmetic, while 38 percent taught only reading and 9 percent taught only math. Seventy-four percent of the teachers taught only one grade and 23 percent taught more than one grade. Of those teaching more than one grade (N = 123), 66 percent taught two different grades, 23 percent taught three different grades, and 11 percent taught more than three different grades.

Ninety percent of the teachers responding to a question on Form A dealing with their backgrounds reported having some specialized preparation in the areas of reading and/or math. Seventy-nine percent received preparation in methods of teaching reading, 71 percent in diagnosis of reading problems, 72 percent in methods of teaching arithmetic, and 58 percent in diagnosis of arithmetic problems. As indicated in Table III-11, the major sources of specialized training in the areas mentioned above were college training and individual study with inservice courses and workshops mentioned less frequently. It is interesting to note that while effectiveness of training received, in terms of preparing teachers to meet the needs of the children with whom they were working, tended to be rated either "very" or "moderately" effective regardless of source, the highest proportions rated "individual study" as an effective means of preparation.

2. Orientation

Eighty percent (423) of the teachers indicated that they received sufficient orientation prior to the start of the program. The content of the orientation as described by these 423 respondents included a general description of the program (N = 241), a discussion of goals and suggested procedures for

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[4] Thirteen percent of the teachers indicated they were licensed in more than one area which is why the percentages total more than 100 percent.

TABLE III-10

TEACHING EXPERIENCE OF THE SDES TEACHER BY PERCENT

Number of Years	Total Teaching Experience		Teaching Experience in Disadvantaged Areas	
	Number	Percent	Number	Percent
1-2	90	17	112	21
3-4	135	26	149	28
5-6	89	17	86	16
7-8	64	12	59	11
9-10	37	7	41	8
11-15	50	10	39	7
16-20	37	7	14	3
20+	23	4	8	2
No response	2	-	19	4

Source: Teacher Questionnaires, Forms A and B (N = 527)

TABLE III-11

TEACHER REPORTS OF SOURCE OF PREPARATION AND RATING OF ITS EFFECTIVENESS BY PERCENT

Preparation	Total Receiving Training		College Training				In-Service Courses				Workshops				Individual Study			
			Total Receiving Training		Percent Rating of Effectiveness[a]		Total Receiving Training		Percent Rating of Effectiveness[a]		Total Receiving Training		Percent Rating of Effectiveness[a]		Total Receiving Training		Percent Rating of Effectiveness[a]	
	N	%	N	%	Very Eff	Mod Eff	N	%	Very Eff	Mod Eff	N	%	Very Eff	Mod Eff	N	%	Very Eff	Mod Eff
Methods of teaching reading	200	88	191	95	33	56	92	46	35	55	80	40	35	55	109	54	55	42
Diagnosis of reading problems	180	78	153	85	34	52	64	36	30	51	65	36	36	52	95	53	48	45
Methods of teaching arithmetic	183	80	156	85	35	52	64	35	34	50	63	34	38	52	83	45	48	46
Diagnosis of arithmetic problems	148	65	101	68	32	50	42	28	28	48	45	30	33	47	84	57	43	50

[a] Percent who rated training as ineffective in each area can be obtained by subtraction

Source: Teacher Questionnaire, Form A, N = 255 their implementation (N=317), and information pertaining to the availability and use of materials (N=236). Mentioned less frequently were teaching demonstrations and sharing of teaching techniques (N=59), background information concerning student abilities (N=59), and organization of classes (N=72).

The remaining 20 percent of the teachers (104) indicated that they did not receive sufficient orientation. Areas in which these teachers felt that orientation might be improved were identical to those content areas discussed above by the teachers who indicated that they had received sufficient orientation. A discussion of goals and suggested procedures for their implementation was felt needed by 54 respondents; information pertaining to the availability and use of materials by 29; and adequate background information concerning students' abilities by 21 teachers. Mentioned less frequently were a general description of program (14), teaching demonstrations and sharing of teaching techniques (9), and organization of classes (10).

3. Classroom Functioning

a. Lesson Observations

Analysis of the ILOR ratings showed that of the 85 lessons observed, 47 (55 percent) were in reading; 29 (34 percent) in arithmetic; three (4 percent) combined reading and arithmetic; and six (7 percent) were in science, music, art and ethnic culture. Observers felt that their presence had not changed the functioning of the class, reporting that 98 percent of the lessons observed were either "completely typical" (47 percent) or a "reasonable approximation" (51 percent) of normal functioning in the classroom. The lesson observed typically was taught by the regular classroom teacher (95 percent), with the few others taught by several teachers, usually including a specialist. Organization and planning were evident generally (74 percent) and judged exceptional in 15 percent of the classes. The remaining lessons, while not as well planned, still showed some signs of previous teacher preparation. Classroom climate was judged relaxed and open (72 percent).

One promising development is the 41 percent of the lessons observed in which the teachers were rated "above average" in the level of creativity demonstrated. This is double the percentage so rated last year (20 percent). However, one-third (36 percent) were judged "below average" in this aspect, a figure virtually identical with last year (34 percent).

In only 11 percent of the classes was a "wide" variety of teaching aids utilized. Half (49 percent) used "some" aids and in the remaining fourth (24 percent) observers saw "little or no" use of aids although the possibility was there. The observers saw no need to utilize aids in the other 16 percent. Where aids were used, they were generally rated as used effectively. While the percentage employing teaching aids in quantity is low, it is a marked improvement over 1968, for in that evaluation two-thirds of the teachers observed were rated as making little or no use of teaching aids.

Observers rated almost all (95 percent) of the lessons as providing a foundation for future lessons and having "some" or "considerable" possibility for continuity (96 percent), and for establishing a basis for independent work and thinking (81 percent). Similarly, they saw lessons usually related to the child's experience (64 percent) and often (68 percent) saw individualized instruction. Given these perceptions of continuity, relevance and individualization, it is not surprising that in two out of three lessons (66 percent) observers concluded that the lesson they had seen successfully involved every or almost every child in a meaningful learning experience. In an additional quarter of the classes (25 percent) the observers said that at least half the children were meaningfully engaged; only in 9 percent of the classes were less than half the children involved.

Questioning, however, was a problem as in previous summers.[5] In 5 percent of the lessons observed, the observers said there was no reason for the lesson to elicit spontaneous questions. In the remaining 95 percent of lessons where interaction between pupils and teacher should have taken place, 39 percent were judged successful in this aspect, eliciting questions from the pupils "often" or "very frequently." Fifteen percent "occasionally" elicited questions while 45 percent "rarely" evoked any questions.

In Table III-12 are the results of observers' ratings of the lesson from two points of view, their professional judgment of overall quality and their rating of children's responses. Although these are not mutually exclusive criteria each adds dimension to the other and when taken together provide an interesting evaluation of the lessons observed. A comparison shows the extent of agreement to be considerable: cross tabulation showed that 71 percent of the lessons observed received the same rating on both criteria. The results are more positive than last years SDES evaluation where observers felt that, on these criteria, the lessons were generally average with the distribution of ratings skewed slightly toward below average. This year considerably more positive ratings were obtained with half the lessons being rated above average on each criterion.

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[5] It has also been a problem in regular year evaluations.

TABLE III-12

COMPARISON OF OBSERVER RATINGS OF LESSONS FROM INSTRUCTIONAL AND MOTIVATIONAL POINT OF VIEW BY PERCENT (N = 85)

	Quality of Instruction	Children's Interest and Enthusiasm
Outstanding	7	10
Better than average	46	42
Average	28	25
Below average	17	15
Extremely poor	2	5
No response	-	3

Source: ILOR (N = 85)

The results of the observations were also analyzed for each component separately. Generally the distribution of results were comparable. When they were not, ratings tended to be more positive in the arithmetic component. The largest differences involved four criteria: 1. atmosphere (64 percent of the reading classes were judged "relaxed and open" compared to 79 percent of arithmetic classes); 2. creativity ("above average" or "outstanding" levels of creativity were seen in 30 percent of reading classes in contrast to 59 percent of arithmetic classes); 3. pupil interest and enthusiasm ("above average" or "outstanding" more often in arithmetic (68 percent) than in reading (47 percent); and 4. overall quality (with 69 percent of arithmetic lessons "outstanding" or "above average" compared to 42 percent of reading lessons).

b. Strengths and Weaknesses in the Classroom

The most frequently observed strength (44 percent of the classes) was the good rapport observed in the classroom. Children were free to respond spontaneously in a relaxed, comfortable atmosphere. In 41 percent of the lessons the observer cited the content and methods observed in the classroom specifying that original ideas and materials, such as games, elicited thought-provoking questions which were handled well. Flexibility in grouping and planning were noted in 27 percent of the classes with the observers indicating that classes were effectively broken up into groups for individualized instruction. Other strengths were motivated, involved pupils (20 percent of lessons), effective use of educational assistants (13 percent), and the gearing of the lesson to the children's ability with an emphasis on understanding (12 percent). A lack of effective features was cited in only 6 percent of the classes observed.

When they turned to weaknesses the observers most often noted a mechanical, rigid approach (28 percent of the lessons observed), marked by lack of interaction and observable enthusiasm in the classroom. In 22 percent of the lessons the observers noted that children were bored because of poor materials, poor use of materials, or poor teaching in general, while lack of interaction in the classroom and lack of individualized instruction were observed in 13 percent of the classes. A failure to properly utilize educational assistants was noted in 12 percent of the lessons. No weaknesses were seen in 20 percent of the lessons observed.

A comparison was made with the weaknesses cited last year by observers. The same classes of weaknesses were generally mentioned but with slightly less, and in some aspects, substantially less, frequency. Particularly noteworthy was the 42 percent in 1968 said to be stereotyped, uncreative and dull, which failed to take advantage of individual spontaneity. This is the counterpart to the mechanical, rigid approach observed in 1969 in 28 percent of the lessons. No weakness was seen in 20 percent of the lessons this year compared to 15 percent last year. Noteworthy also for its absence this year was any specific mention of "poor" or "no grouping" of children noted in 25 percent of reading observations and 35 percent of the arithmetic classes observed last year. Because of the inherent imprecision in categorizing multiple response answers which tend to overlap, further comparison would not be meaningful as the differences in percent are not large enough. It is sufficient to simply note what appears to be a trend toward better classroom instruction in this year's SDES program.

4. Principals' Assessment

Principals were asked to evaluate the performance of their professional staff and the effectiveness of the curriculum. The data are presented in Table III-13.

Over 90 percent of the principals indicated that the performance of the professional staff was either "very" or "moderately" effective, while the curriculum was rated as being "very" or "moderately" effective by 83 percent. No principal rated the curriculum or professional staff performance as "moderately ineffective" or "very ineffective." Thus by the definition of "effective" the principals used in making these ratings, both professional staff and curriculum were well thought of.

C. PUPIL PROFILE

The data on pupil attitudes and levels of achievement were drawn primarily from the pupil interviews and Metropolitan Achievement Test with some items coming from the Teachers Questionnaire and Individual Lesson Observation Reports.

1. Pupil Attitudes

A total of 125 fifth and sixth grade students in 12 of the 15 sample schools were interviewed during the fifth week of summer school. A large majority (86 percent) indicated a positive attitude toward the program, expressing interest and enthusiasm regarding their summer school experience. Half (54 percent) said that they enjoyed summer school to a greater extent than regular school and most others liked it equally well; only 10 percent felt that they enjoyed regular school more. These data indicate a particularly positive attitude toward summer school, since on a separate question 79 percent of the children indicated that they like regular school.

TABLE III-13

PRINCIPAL EVALUATION OF STAFF PERFORMANCE AND EFFECTIVENESS OF CURRICULUM BY PERCENT

	Performance of Professional Staff			Effectiveness of Curriculum		
Component	Very Effective	Moderately Effective	Adequate	Very Effective	Moderately Effective	Adequate
Math	44	46	10	27	49	24
Reading	51	43	6	36	53	11
Weighted average	47	45	8	31	52	17

Source: Principal Questionnaire (N = 91)

Equally large majorities reported specific positive changes. Eighty percent of the children interviewed indicated a positive change in "attitude towards reading" over the summer. Seventy-five percent of the children felt a "definite sense of achievement" in reading and 78 percent indicated "improvement" in reading over the summer months.

Similarly, in arithmetic, 74 percent of the children indicated a positive change in "attitude towards arithmetic," 72 percent felt "definite sense of achievement" in arithmetic, and 74 percent indicated "improvement" in arithmetic over the summer months.

2. Pupil Achievement

A measure of academic achievement was obtained by comparing reading scores from the Metropolitan Achievement Test administered by evaluation staff during the fifth week of summer school with scores obtained from the Board of Education's Spring testing program in April. Achievement testing took place in 11 of the 15 sample schools.

Distributions of scores from the Spring and August testing for grades three and five are presented in Table III-14. A comparison of medians between the August and Spring testing for each grade indicates that the median level of achievement in both grades was well below the norm; retardation continued to characterize the children even after the summer's instruction.

Median change and percent of pupils whose grade equivalent increased, decreased or did not change from Spring to August are presented in Table III-15. Forty-three percent of the pupils in grade three showed an increase in achievement level, whereas 47 percent declined and 10 percent did not change. In grade five, only 36 percent showed an increase in achievement level, while 59 percent declined and 5 percent remained unchanged.

As in previous years, the objective test data indicate no consistent improvement by children in the period April to August.

Table III-16 presents the ratio of children gaining to those losing as a function of their level of retardation upon entry into the program.

The ratio of gains to losses was directly related to the children's level of retardation below expectation upon entry into the program. This would seem to indicate that the pro-

TABLE III-14

DISTRIBUTION OF READING SCORES AND MEDIANS FOR GRADES 3 AND 5

	Grade 3		Grade 5	
Grade Equivalent	Spring Testing	August Testing	Spring Testing	August Testing
6.0+	0	0	8	10
5.8-6.0	0	0	1	0
5.5-5.7	1	0	5	2
5.2-5.4	1	0	1	3
4.9-5.1	3	0	7	3
4.6-4.8	2	2	8	3
4.3-4.5	3	5	3	12
4.0-4.2	2	7	9	5
3.7-3.9	6	1	14	15
3.4-3.6	8	7	21	17
3.1-3.3	7	23	9	11
2.8-3.0	20	6	9	6
2.5-2.7	17	17	3	7
2.2-2.4	14	14	2	4
1.9-2.1	18	19	0	1
1.6-1.8	3	5	0	1
1.0-1.5	1	0	0	0
N	106	106	100	100
Median	2.8	2.8	3.7	3.7
Expectation at end of School year	4.0		6.0	
Relation of Median to Expectation	-1.2		-2.3	

Source: Metropolitan Achievement Test

TABLE III-15

MEDIAN CHANGE AND PERCENT OF PUPILS WHOSE GRADE EQUIVALENT INCREASED, DECREASED, OR DID NOT CHANGE FROM SPRING TO AUGUST TESTING IN READING

	Grade 3		Grade 5	
	Number	Percent	Number	Percent
Increase				
1.0 and	3	3	6	6
.9-1.0	0	0	1	1
.7- .8	3	3	6	6
.5- .6	11	10	8	8
.3- .4	12	11	6	6
.1- .2	17	16	9	9
Median increase	.39		.54	
Percent increase	43%		36%	
No change: 0	11	10	5	5
Decrease				
.1- .2	13	12	14	14
.3- .4	18	17	10	10
.5- .6	7	7	8	8
.7- .8	5	5	10	10
.9-1.0	2	2	6	6
1.0+	4	4	11	11
Median decrease	.38		.60	
Percent decrease	47%		59%	
	N = 106		N = 100	

Source: Metropolitan Achievement Test

TABLE III-16

GAIN-LOSS RATIO AS A FUNCTION OF DEGREE OF RETARDATION

Interval of Retardation	Grade 3		Grade 5	
	Number[a]	Ratio	Number[a]	Ratio
More than two years below expectation[b]	11	4:1	54	4:5
Between 1 and 2 years below expectation	52	1:1	21	1:3
Up to 1 year below expectation	21	1:2	11	1:1
At level of expectation or above	11	1:5	7	0:7

[a] Those children who remained the same are excluded in this gain-loss table.

[b] Expectation is operationally defined as the norms provided with the Metropolitan Achievement Test

Source: Metropolitan Achievement Test

gram was most effective meeting the needs of those children entering the program farthest below expectation and least effective for those children who entered the program at or above expectation.[6]

Teachers were asked to approximate the percentage of children who made noticeable progress in academic performance, developed positive attitudes toward school and education, and showed higher expectations of success in the next school year. The data are presented in Table III-17.

Approximately four-fifths (79 to 84 percent) of the teachers indicated that at least half of the children made "noticeable progress" in the areas outlined in Table III-17; and between one-half to three-fourths (50 to 77 percent) indicated noticeable progress for most children.

Seventy-seven percent of the teachers indicated that most or all children made noticeable progress in the area of developing positive attitudes toward school and education, a perception substantiated by the observations of the pupil interviewers. Fifty-six percent of the teachers indicated that most or all children made noticeable progress in the area of reading.

D. EDUCATIONAL ASSISTANTS

Information from the teacher questionnaire indicated that teacher-educational assistant relationships were generally good. Data from the interviews with the assistants corroborate this, and suggest further that the assistants felt they fitted comfortably into school activities.

Sixty-nine percent of the 125 educational assistants interviewed in 12 of the 15 sample schools said they were residents of the community around the school, and 35 percent had children attending the school in which they were working. Seventy percent said they had had some sort of previous experience working for the Board of Education during the regular school year.

1. Orientation and Training

Only 23 percent of the educational assistants interviewed said they had orientation sessions. Of the 17 who described these sessions, five said they consisted of a general description of the summer program, six said the sessions provided familiarization with educational and training procedures, and six others were told of duties and responsibilities.

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[6] This same phenomenon has characterized the Summer Junior High School Program for the past three years, including the Summer of 1969.

TABLE III-17
TEACHERS RATINGS OF PERCENTAGE OF CHILDREN MAKING NOTICEABLE PROGRESS BY PERCENT

Area	Few Children 0-5%	Some Children 25%	Half of the Children 50%	Most Children 75%	All Children 95-100%
Academic performance in general	1	17	17	55	10
Reading ability	2	16	26	48	8
Arithmetic ability	3	23	24	44	6
Positive Attitudes toward school and education	2	11	10	49	28
Understanding and use of library	8	13	14	38	27
Rise in children's expectation of success in the next school year	2	14	18	49	17

Source: Teacher Questionnaire, Form A (N = 255)

Satisfaction with the orientation received was mixed. Of the 24 who had either orientation sessions or other forms of orientation, eight said the experience was "comprehensive" or "very adequate," and six rated it as "adequate," while ten rated it as "somewhat adequate," or "inadequate."

Asked to identify the major sources of help in learning their jobs, 79 percent of those interviewed specified the teacher with whom they worked. Twelve percent said previous experience, nine percent specified themselves, 5 percent the principal, 4 percent the youngsters, and only 2 percent of the total of 105 interviewed said it was orientation.[7] (This would be 8 percent of those who had actually attended orientation meetings.)

Although only 23 percent of the educational assistants had had some form of orientation, 14 percent felt they had "more than adequate preparation" for their classroom duties, and the great majority, 76 percent felt their preparation was "adequate." These figures suggest that orientation sessions are not seen as an important requirement for most of the assistants to feel prepared.

2. Functioning and Duties

Seventy-two percent of the educational assistants interviewed listed "working with small groups of children" as their "major contribution" to the school. Fifty-six percent listed "tutoring individual children" and 50 percent "assisting teachers in whole class instruction." Aiding with preparation of materials, and with administrative and clerical work were each listed by 38 percent of those interviewed as their major contribution.[8] This ranking was in substantial agreement with that obtained from a question on Form B of the teacher questionnaire asking the teachers to rank order the major responsibilities of their educational assistants. Table III-18 presents the rankings and the percentages.

The table indicates several clear breaks in ranking of duties, as well as the substantial agreement between the teachers and the assistants on the duties of the latter. Both groups agreed that small group instruction and tutoring individual pupils were the two most important jobs of the educational assistant, and that aiding in the preparation of materials and with administrative and clerical duties were the least important.

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[7] Percentages total more than 100 percent because of multiple responses.

[8] Percentages total more than 100 percent because of multiple responses.

TABLE III-18

RESPONSIBILITIES OF EDUCATIONAL ASSISTANTS AS SEEN BY THEM AND BY TEACHERS BY PERCENT

		Rank Order of Responsibilities of Educational Assistants as Perceived by Teachers					
		Major Responsibility			Minor Responsibility		
	Major Contribution as Seen by Educational Assistants	1	2	1 + 2 Total	3	4	5
Small group instruction	72	43	31	74	14	10	2
Tutoring Individual Pupils	56	35	40	75	18	6	1
Assisting with Whole Class Instruction	50	7	11	18	24	15	43
Preparation of Materials	38	10	6	16	24	46	14
Administrative/ Clerical Duties	38	5	12	17	20	23	40

Source: Educational Assistants Interview (N = 125) and Teacher Questionnaire, Form B (N = 272)

There was wide disagreement, however, in regard to the question of the assistant's role in helping with whole class instruction. Half (50 percent) of the assistants listed this as one of their major contributions, while only 18 percent of the teachers ranked it as the first or second area of responsibility, and 35 percent ranked it fifth classifying it as a less important function of the assistants.

The teachers' ratings of the effectiveness of their educational assistants was highly positive, as is shown in Table III-19.

The teachers clearly considered their assistants to be most effective in the areas of their major responsibility, small group and individual instruction, and in performing administrative and clerical duties. At least three-quarters of the teachers responding to these items rated their assistants "effective" or "very effective" in doing these jobs. Somewhat fewer (68 percent) rated their help with preparation of materials as "effective" or "very effective." The fewest (57 percent) rated the assistants' performance in helping with whole class instruction, the one area of disagreement between teachers and aides as to importance, in this top category.

The assistants felt that their supervising teachers had allowed them to use their abilities "completely" or "most of the time" (89 percent), and most of the assistants (73 percent to 86 percent) indicated they felt their work was "completely" or "very much" appreciated by the principal, teachers, and pupils in their schools.

Overall, the educational assistants felt they had enjoyed the program and derived benefits from it. Eighty-five percent said they had enjoyed their jobs "completely" or "very much," and 93 percent felt they had benefited from the program. Forty-nine percent of those who felt the program had benefited them said they had gained a better understanding of the educational process, and 46 percent reported having gained a better insight into children.

Fifty-eight percent of the assistants interviewed said their work as educational assistants had helped or altered their career goals. Thirty-six percent of this group said they would like to continue as educational assistants, and 38 percent indicated they would like to become teachers.

3. Strengths, Weaknesses, and Recommendations

Strengths and weaknesses noted by the educational assistants were substantially the same as those pointed out by the teachers. Twenty-nine and 24 percent, respectively,

TABLE III-19
TEACHERS RATINGS OF EFFECTIVENESS OF EDUCATIONAL ASSISTANTS BY PERCENT

	RATING			
	"Very Effective" and Effective"	"Adequate"	"Very Ineffective and "Ineffective"	N [a]
Tutoring individual pupils	84	12	5	230
Small group instruction	79	13	8	229
Administrative/ clerical duties	75	17	8	182
Preparation of materials	68	22	9	198
Assisting with whole class instruction	57	29	14	180

Source: Teacher Questionnaire, Form B (N = 272)

[a] In each item, the difference between the N listed and the total N of 272 represents non-respondents to this question.

mentioned the additional opportunities to learn and the provision of remedial help as strengths, while 19 percent mentioned small group and individual instruction.

The major weakness mentioned by the educational assistants (23 percent) was the lack of enough time in the program, and 16 percent recommended that the program be extended. Only 8 percent mentioned the lack of orientation sessions for educational assistants and recommended that such sessions be instituted. Thirteen percent said there were no weaknesses.

E. LIBRARY PROGRAM

Data from questionnaires returned by 65 summer school librarians in as many schools supplied the basis for the evaluation of the 1969 summer library program. Additional data came from questions on the library component in Form B of the teacher questionnaire and from a supplement to the principal questionnaire.

1. Librarians' Background Information and Qualifications

Although only 26 percent (17) of the respondents to the librarians' questionnaire reported holding the MLS degree, 46 percent of those without the degree received some special training in library science. Seventy-six percent held the school librarians' license; 89 percent held common branches licenses; 8 percent had licenses in early childhood; and 6 percent had other teaching licenses. Seventy-one percent of the summer school librarians had held the position during the regular year, and 6 percent only during the summer; only 14 percent had no previous school library experience.

2. Orientation and Materials

Seventy-one percent of the respondents felt they had received "sufficient orientation" for the summer program prior to the start. Twenty-eight percent of these had had conferences with the school's regular year librarian, and 26 percent said they had had discussions with the supervisors, while 15 percent said that their previous library experience was adequate for orientation. Of the 18 (28 percent) who felt that orientation had not been adequate, four said they did not need any, and a few suggested that there be discussions of materials and methodology.

Almost all (92 percent) of the summer librarians said the facilities of the school's library were available to them without complication and that the space allocated for housing of library facilities and students was "totally" or "generally" adequate (86 percent). Thirty-two percent (N = 20) had obtained special books or materials for the summer program, such as audio-visual materials, educational games, or Spanish language books, with 15 indicating that the books and materials ordered for the library had been received on time, a contrast to the general situation, as indicated by only 17 percent of the principals responding that materials arrived on time. Eighty-nine percent of 45 librarians who had not obtained special summer supplies said that the lack of these needed materials hampered the library program's effectiveness. They said that available books often were not relevant to the children's ability level and cultural backgrounds, and that they lacked audio-visual materials, recommending that books and materials in these areas as well as basic supplies, be ordered.

Consistently large majorities thought well of supplies and materials. "Good" or "very good" ratings were given by 91 percent of the librarian respondents to the availability of books, materials and supplies; by 88 percent to the adequacy for effective learning; by 82 percent to the relevance of the books and materials to the children's cultural background; and by 82 percent to the appropriateness of the available books and materials to the children's ability level.

3. Organization of Library Program

All librarian respondents said they had the major responsibility for the teaching of library skills. (There were two "no" answers.) Typically (83 percent), the librarians said they had assistants who they felt provided effective help: 81 percent said they provided "continuous effective assistance," and another 9 percent that they provided "sporadic but effective assistance." Seven of the ten librarians who had no aides indicated that they felt such assistance would have been helpful.

Asked to describe the goals of the library programs at their schools, they mentioned development of an interest in good literature and of a desire to read for pleasure (85 percent), the teaching of library skills (54 percent), circulating books to classrooms and children (15 percent), and teaching research and study skills (14 percent).

Half (54 percent) of the respondents said "all" of the students appeared enthusiastic about the library program; and a third (37 percent) said "most." Only rarely (6 percent) did a librarian feel that "less than half" of the students were enthusiastic. Twenty-three percent of the librarians said that the children came to the library individually during official periods or reading classes, or after school. More often (80 percent), they reported that the children came as a group either with or without the reading teacher.

They found a good response from teachers as well. Eighty-two percent of the librarians felt that "all" of the teachers in the schools were enthusiastic about having their classes use the library, and 62 percent of the respondents felt that the teachers in their schools worked "effectively" or "very effectively" with the library program. Fifteen percent felt that the teachers worked "moderately effectively" with it, and only 5 percent felt that teacher cooperation was ineffective.

Eighty percent of the librarians felt that all of the classes were taking full advantage of library facilities. Fifteen percent felt that most were, and only 3 percent felt that half or fewer were doing so. Forty-two percent of the librarians made use of memoranda to increase effective teacher use of the library, 45 percent used staff conferences as a medium, while 34 percent resorted to "private badgering" and consulting teachers, and 8 percent provided the teachers and their pupils time to select books for classroom use.

The librarians did suggest a number of improvements to increase classroom use of the library: more coordination between classroom activities and the library (22 percent); a greater variety of materials used (14 percent); and more frequent scheduling (11 percent).

Only 18 percent of the respondents indicated that the summer library program had made use of local community resources, and most often (ten) this was the local public library.

Asked to assess the value of the summer library program, 80 percent of the librarians described themselves as "enthusiastic," 15 percent as "slightly positive but not enthusiastic," and 5 percent as "slightly positive."

4. Teacher and Principal Assessments of the Library Program

Teachers thought well of the overall effectiveness of the library program: 21 percent of the 255 teachers rating the library program rated it as "extremely effective," and 31 percent as "effective." Another 28 percent considered it "adequate" so that only one in six (17 percent) considered it ineffective.

The teachers who rated the program positively were asked to specify what they considered the strengths of the program to be. Most often (34 percent) they noted that the program stimulated and encouraged the children to read and introduced them to various kinds of books; and 30 percent listed instruction in library science and conduct and introduction to the purposes of the library. Otherwise, at least 10 percent of the teachers mentioned the aid given to children in the selection of appropriate books; the encouragement given them to borrow (each mentioned by 17 percent); use of a wide variety of materials, including visual aids (15 percent); the wide variety of activities offered by the program such as story telling (11 percent); and the interest and qualifications of the school librarian (10 percent).

A number of strengths were noted by the 21 principals responding to a principals' questionnaire supplement on the library program. These included the availability of a wide variety of activities, such as story-telling and individual reading (six); the use of audio-visual aids (four); the interest of the librarian, the utilization of a library specialist, and a well-planned program (each noted by three respondents); and the wide selection of books, circulating class libraries, and the encouragement offered to read (each listed twice).

Seventeen percent (N = 43) of the teachers who rated the program negatively were asked to list the program's weaknesses. "Inadequacy" or "non-existence" of library science instruction was listed by 15 of these respondents, and the "lack of a formal program" by 13, while "infrequent scheduling of library sessions" was cited by 11 of the respondents as a reason for their negative ratings. The lack of story hours, and the failure to offer guidance to the children in their selection of books were each cited as weaknesses by six of the respondents, while eight said that the children were not allowed to borrow books, and another eight, were critical of a lack of organization in the program. Four respondents mentioned that the books available were not appropriate to the children's ability levels, and three indicated that the librarian was uninterested.

Four principals listed the librarian's "lack of skill" as a weakness; otherwise their criticisms tended to repeat those of the teachers.

The recommendation for improvement made most frequently by the principals was for trained librarians; four respondents suggested it. A better organized library and allowing children to borrow books were each suggested by two principals.

F. GENERAL EVALUATION OF THE BASIC COMPONENT

1. Evidence of Constructive Changes

Of the 62 principals who were in the SDES program prior to this year, 69 percent (N = 43) saw evidence of constructive change. Among the most frequently mentioned areas, each cited by 15 principals, were the improved registration procedures which resulted in higher attendance and greater community familiarity with the program curriculum changes such as the introduction of a needed component (non-English and CRMD were most often cited) or improvement of an existing component. Other improvements cited were the added three days in supervisors' time which enhanced the organizational aspects of the program, the improved delivery of materials, the improvement in staff through better teacher recruitment and the increase in trained educational assistants.

2. Value and Effectiveness

Principals were also asked to give their judgment of the overall effectiveness of the basic component. As seen from the Table III-20 the great majority considered this aspect of the program to be better than adequate with no principal rating either the reading or mathematics program less than "adequate" in effectiveness. A comparison of the ratings given both programs favors reading. Better than one in three principals (37 percent) saw reading as "very effective" as compared to one in four (26 percent) so rating the mathematics program. Correspondingly more principals saw the mathematics program as just "adequate" in effectiveness (14 percent) than so perceived reading (5 percent).

The teachers were asked to rate the overall value of the basic component. The great majority (89 percent) were "strongly positive" or "enthusiastic." Only 2 percent felt slightly or strongly negative.

The teachers were asked to rate the overall value of the basic component. Positive feelings on the value of the program were given by 97 percent of the 527 teachers queried. Specifically, 55 percent were "enthusiastic," 34 percent while not enthusiastic, felt "strongly positive," and 8 percent felt "slightly positive." Only 2 percent had negative feelings on the value of the program. The remaining 1 percent failed to respond to the question.

3. Strengths of the Basic Component

Strengths noted by principals and teachers are summarized in Table III-21. The most significant aspect of the SDES program to the principals was the flexibility in organization and grouping of classes. Sixty-three percent cited this as a strength which allowed them to have "homogeneous grouping," "informal atmosphere" and "individualized instruction." Fifty percent mentioned the "competence" and "enthusiasm" of their staff. Then there were five strengths cited by one in four or five: the "availability" and "interesting use" of material (27 percent), the "motivation of the pupils" (26 percent), the "way in which the educational assistants were used" (25 percent), the "flexible curriculum" which allowed for "experimentation

TABLE III-20

OVERALL EFFECTIVENESS OF THE READING AND MATHEMATICS COMPONENT BASED ON RESPONSE OF PRINCIPALS BY PERCENT

Rating	Reading (N=91)	Mathematics (N=87)
Very effective	37	26
Effective	55	59
Adequate	5	14
Ineffective	0	0
No response	3	1

TABLE III-21

COMPARISON OF STRENGTHS IN PROGRAM AS SEEN BY PRINCIPALS AND TEACHERS BY PERCENT

Area of Strengths	Principals	Teachers
Flexibility in organization and grouping of classes	63	49
Competence and enthusiasm of staff	50	-
Availability and utilization of interesting materials	27	9
Motivation of pupils	26	12
Contribution of educational assistants	25	10
Flexible curriculum	20	18
Improved relationship with school and community	18	-
Maintainance and continuity of basic skills	-	18
Development of reading skills	-	13

Sources: Teacher Questionaires, Form A and B (N=527)
Principal Questionaire (N=91)

and innovation" including "teacher diagnosis of pupil weakness" (20 percent), and the rise of an "open school" which enhanced the relationship between the school and the community (18 percent).

For the teachers too, flexibility in organization was the most frequently mentioned area of strength with 49 percent citing the value of individualized instruction including remedial work. An additional 18 percent noted the flexibility in curriculum reflected in the variety of activities utilized in their schools. Factors enabling this flexibility to be possible included the low pupil-teacher ratio (34 percent), the relaxed atmosphere due to the voluntary nature of the program (14 percent), the motivation of the children (12 percent), the contribution of the educational assistants (10 percent), and the variety and quality of materials on hand (9 percent).

Thirty-one percent rated aspects of the objectives of the program as strengths in themselves. Specifically cited were: providing for maintenance and continuity of basic skills (18 percent), and concentration on development of reading skills (13 percent). In the evaluation staff's judgment, noteworthy for their relative lack of mention as strengths were experimental and innovative techniques (3 percent), the contribution of the library program (1 percent), and parental interest (1 percent).

4. Weaknesses of Basic Component

Weaknesses noted by teachers and principals are summarized in Table III-22. Responses were grouped in the areas of recruitment, publicity and attendance because very often respondents indicated that these were facets of one another. In this combined area, 34 percent of the principals and 45 percent of the teachers indicated weaknesses. The breakdown of responses was: children most in need were not recruited (principals 10 percent; teachers 6 percent)[9]; lack of co-ordination between SDES and competing programs (7 percent; 7 percent); attendance weak and sporadic (12 percent; 17 percent); and register (class size) too large (5 percent; 15 percent).

In the area of materials, 9 percent of the teachers cited inadequate supplies. Both principals and teachers mentioned late delivery of materials (38 percent; 10 percent), and lack of innovative, exciting or varied materials (2 percent; 10 percent).

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[9] Hereafter, when percentages are reported twice after a statement, the first figure refers to the principal, the second to the teachers.

TABLE III-22
COMPARISON OF WEAKNESSES IN PROGRAM AS SEEN BY PRINCIPALS AND TEACHERS BY PERCENT

Area of Weakness	Principals	Teachers
Recruitment, publicity, attendance	34	45
Materials	40	29
Curriculum and instruction	10	35
Staff	13	18
Continuity	9	15
Length of program too short to implement goals	11	6
No provision to feed students	--	17
Lack of time for orientation of staff	10	--
Facilities had to be shared	7	--
Lack of special fund administered by principal	9	--
No major weakness	3	2
No response to question	--	8

Sources: Teacher Questionnaires, Forms A and B (N=527)
Principal Questionnaire (N=91)

Curriculum and instruction were considered weaknesses by only 10 percent of the principals as contrasted to 35 percent of teachers. In this area, specific weaknesses noted were the lack of innovative curriculum and failure to provide variety such as games, trips, music or art (4 percent; 21 percent) and a curriculum not geared to those most in need, i.e. the most retarded (0; 12 percent).

In staffing, teachers noted the lack of educational assistants for all classes (18 percent), while the principals cited inexperienced teachers (6 percent) and difficulties in the recruitment of teachers (7 percent), specifically the use of seniority.

When lack of continuity between the SDES program and the regular home schools was mentioned, principals and teachers noted a failure to adequately involve the home schools with the SDES program, with a consequent inability to obtain diagnostic and achievement information on pupils.

5. Recommendations

a. Teachers

The recommendations received from the teachers were quite varied. Since 37 percent did not respond to this question, the percentages presented below are based on the 332 teachers who did make at least one recommendation.[10]

The most frequent recommendations occurred in the area of curriculum and instruction (26 percent), with calls for a greater variety of activities such as trips (18 percent), experimental instructional approaches (4 percent), more individualized instruction (2 percent), and a specially designed curriculum for SDES (2 percent).

In the area of supplies and materials (24 percent) were calls for greater use of special materials (18 percent) and the earlier ordering of materials and supplies with more involvement of teachers in selecting special materials (6 percent).

Recommendations related to recruitment and attendance were made by 20 percent of the teachers, who asked for better recruitment procedures such as earlier registration and limiting the program to those pupils most in need (5 percent), and reduction of the pupil-teacher ratio through utilization of student teachers and increasing the number of educational assistants (15 percent).

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[10] Since multiple responses are given the percentages add to more than 100 percent.

The area of continuity elicited responses from 15 percent of teachers. They desired more adequate background information on pupils for individual and group instruction, noting that the short program does not allow much time for diagnostic or achievement testing. To accomplish this, it was felt that there should be more involvement of the home schools with SDES.

b. Principals

The most frequent recommendation made by the principals referred to the problem of materials (43 percent). As indicated earlier, materials arrived, in the majority of cases, too late to become an integral part of the SDES program. The principals felt that this problem could be alleviated if materials were ordered directly from the publisher by the summer school principal. An alternative solution, less frequently offered, was the appointment of a strong district superintendent, who, in addition to other tasks, would take full responsibility for the ordering of materials. Related to this was the statement of the necessity to plan for this as early as March.

The principals also expressed their desire to become more involved in the planning of the program, such as with a committee of supervisors on the district level, meeting far in advance to plan the program (18 percent) and/or improving coordination among the district, the home and the summer school (25 percent).

There were at least three aspects to this last point: agreeing on the pupil data needed and standardizing forms for purposes of communication both to the SDES schools and back to the home school; devising means for follow-up on pupils during the regular school year; and instituting special provisions for holdovers who attend SDES.

Thirty percent made recommendations with regard to orientation of the staff. The most frequent was the need to provide more time (23 percent) for orientation of teachers and planning with the educational assistants. It was noted that orientation would be markedly enhanced if the new materials were on hand. An additional 7 percent recommended that a training program for teachers be part of the orientation, including experts to provide innovative instructional approaches to build confidence and provide success for pupils necessary to increase motivation. Additional staff to reduce class size was noted by 13 percent.

One last recommendation concerned the advisability of providing a special fund administered by the principal for materials and services as the term progresses (15 percent).

Some of the services mentioned were providing trip money, paying parents to work as school aides, and purchasing snacks for the children.

6. Summary

In terms of content and material covered, the Summer Day Elementary School Program is largely a continuation of the regular school year, and many of its strengths and weaknesses can be attributed to this. It appears to differ in that it allows smaller classes, greater flexibility in organization, and more innovation in materials and curriculum in a more relaxed informal atmosphere than is possible in regular year classrooms. These factors were frequently cited by teachers, pupils, principals, as well as by observers, as major strengths of the summer program, and undoubtedly figure as well in the observers' judgments which suggest more favorable learning circumstances in this summer's classes. Innovation, high quality instruction and relaxed atmosphere were cited frequently. Substantially more lessons were judged creative and correspondingly fewer lessons were considered stereotyped and dull this year than were reported by last year's observers. This suggests that in this area, at least, the on-going processes of the 1969 program was an improvement over last year's summer program and perhaps made greater use of new materials and approaches than is possible in the regular school year.

Some of the program's weaknesses were familiar from previous years. Late arrival of materials, as well as their inadequacy, were noted as weaknesses by large numbers of teachers and principals. Improvements in procedures for ordering supplies and materials are clearly needed. Another continued and serious difficulty in the summer program, particularly in view of the stated objective of continuity of instruction, was the almost total lack of communication between the summer and home schools in regard to provision of information on the children's backgrounds and needs. Lacking this information, it was difficult for the summer teachers to provide appropriate instruction for each child. The breakdown in communications also leads to lack of continuity in the content of classroom instruction.

Achievement gains were a disappointment in the 1969 program as they had been in 1968. Once again, positive perception of progress by both pupils and teachers who participated in the 1969 summer program, were contradicted by objective measures of gain (the MAT tests) which failed to show any consistent change: the median scores for the children tested at the end of the summer program remained the same as they had been at the April administration of the tests. The only positive notes was the finding that the children who were farther behind did show improvement: the greater the interval of retardation, the greater was the improvement shown.

There were, however, several positive notes coming out of the evaluation this year, in addition to the improved classroom conditions noted earlier. These included an apparent improvement in pre-registration procedures, as evidenced by the large number of pre-registrants present on the first day of classes, and the general overall quality of the teaching staff, as noted by the observers and the principals. The performance of the educational assistants and their assimilation into the structure and functioning of the schools, as well as the apparently increased participation of parents in the program, constituted further evidence of improvement.

CHAPTER IV

CRMD COMPONENT

A. INTRODUCTION

Twenty CRMD units, each usually consisting of two teachers and two educational aides, were set up in 23 Summer Day Elementary Schools in 1969, a considerable reduction over last year's 58 classes. Some schools had only one teacher, so that there were 40 classes in 39 schools. Responsibility for deciding on assignment of teachers lay with the District Office (upon referral by two supervisors in the Central Office). There were four to 15 children in each class in the sample schools; an average of nine children per class, a figure well below the maximum of 15 children per teacher. Total CRMD enrollment was 425, drawn from regular year CRMD classes.

According to the Board of Education's project proposal, the objective of the CRMD component was to sustain and carry forward the skills and other activities of the regular year CRMD program. The evaluation design provided for:

1. Observations and ratings of in-class activities in terms of quality and provision for continuity.

2. Teacher rating of provision for continuity, including information provided on children and on regular program.

3. Teacher rating of availability of appropriate materials.

4. Teacher summary of provisions for communicating to regular teacher in the Fall.

Because of the emphasis put on the problem of continuity, this was the main aspect stressed in the evaluation. Other areas covered included assessment by observers of teachers' classroom performance, and classroom facilities.

B. EVALUATION PROCEDURE

Data for the CRMD evaluation were drawn from Individual Lesson Observation Reports, Observers' Summary Forms, teacher pre- and post-ratings of children in social skills areas, and from Teacher Opinion Questionnaires. (See Appendix B)

1. Teacher Questionnaire

Questionnaires were sent to 25 CRMD teachers participating in the summer program. The 19 completed forms (half of the summer CRMD teachers) returned provided the basis for ascertaining teacher opinion about the CRMD component of the Summer Day Elementary School. The questionnaire asked the teachers for details of their background and qualifications in Special Education, their assessment of the summer program and the materials available to them, and their description and evaluation of procedures for recruitment and insuring continuity of information on the children. The teachers also were asked to indicate what they felt the program's strengths and weaknesses were, and to offer recommendations for improvement.

2. Pupil Adaptability Questionnaire

The teachers in the schools selected for the observation sample were asked to fill out a pre-and post-rating of their pupils on 11 social skills. Pre- and post-rating forms from 14 teachers rating 89 pupils were received.

3. Individual Lesson Observations and Observers' Summary Forms

Five specialists in special education visited and evaluated 15 CRMD classes in nine schools during the third week in July. They observed each class for periods of one to one and a half hours.

The observation schedule covered various aspects of grouping, pupil behavior, classroom atmosphere and management, and teacher performance and qualifications. Because of the importance of the question of continuity of information on the children, the observers were also asked to request information from the teachers on this matter, and to indicate their assessments of the procedures involved.

In addition to the ILOR, when the observers had finished their visits they were asked to fill out an Observer's Summary Form, indicating their assessment of the summer CRMD program based on the schools and classes they had visited. The form covered the same areas dealt with in the ILOR, but asked the observers for a more general overview of the program.

C. FINDINGS

1. Teacher Background and Qualifications

Information from both the teacher questionnaire and questions inserted in the ILOR indicate that as a group the CRMD teachers in the Summer program were well qualified in the field.

The 19 respondents to the teacher questionnaire had from one to 35 years of teaching experience, averaging eight years of experience. (By contrast, the average number of years of teaching experience of all teachers in the New York City system was five in the 1968-69 school year). Most had been teaching CRMD in license for periods of from half a year to 26 years, averaging seven years of CRMD teaching, six of which were in license. Four of the teachers said they did not hold the CRMD license; these included two who were teaching CRMD for the first time in the Summer program. The other two had been teaching CRMD classes out of license for two or three years. Three of the respondents to the questionnaire held only the Common Branches license. Another eight held the CRMD license alone, while seven held both Common Branches and CRMD certification, including two who also had secondary licenses. One teacher had a secondary license only.

Information from the observers' discussions with teachers corroborates that obtained from the teacher questionnaire: all 15 teachers observed told the observers they held the CRMD position in their regular schools. They had been teaching the retarded for an average of seven years, and had held the CRMD license for an average of five years. The 13 who reported that they had the license had held it for an average of six years.

Information from the teachers' questionnaire indicated that the respondents had been teaching Summer school for an average of two years including the 1969 session, and that half had taught during the 1968 session.

Two of the teachers without the CRMD license had had no special preparation for teaching CRMD. Of the 17 who had received their preparation in college courses; a total of 15 had graduate courses, and six had had a combination of both undergraduate and graduate courses. One of the latter group had also taken in-service work in CRMD education.

2. Program Organization and Availability of Materials

Sixteen of the teachers responding to the questionnaire felt that they had received "sufficient orientation" before the Summer program started, while two (11 percent) said they had not. (One teacher did not answer the question).

Of the sixteen who felt they had been well oriented, seven noted only that they had had orientation sessions, while three had Bureau of CRMD meetings, and another three had conferences with supervisors at which printed information was distributed. Orientation for another 19 percent consisted of demonstration lessons and other teachers' suggestions in regard to methodology.

The two (11 percent) who had not received sufficient orientation said that the needed information was either late or not forthcoming.

Recommendations for improvement in pre-program orientation included those for door-to-door bus transportation and school trips (made by five of the respondents) and for more supplies (suggested by two of the respondents). Early advance planning and smaller classes were also suggested. Nine of the teachers who responded had no suggestions for improving orientation, probably reflecting the generally high level of satisfaction with the orientation sessions they had received.

Most of the teachers, however, were dissatisfied with the amount and adequacy of the materials they received. Only seven of the respondents indicated they had received "adequate and appropriate materials," while 11 had not.

Nine of the eleven who were dissatisfied noted that supplies either did not arrive, or arrived too late to be useful. Four said they lacked basic supplies, arts and crafts and manipulative material, and audiovisual equipment. Three noted that they lacked materials appropriate for CRMD children. It should be noted, however, that four of the 11 who reported difficulties in delivery of supplies noted that they managed to obtain supplies from the regular year equipment already at hand in the school in which they teach.

3. Pupil Recruitment and Continuity of Information

Several different procedures were employed either singly or in conjunction with each other to recruit children for the CRMD program. Fourteen of the respondents reported that forms or letters were sent to the parents of CRMD children, and nine said they or other CRMD teachers had gone out to the pupils' homes to recruit them. Six noted that they used the telephone as a means of contacting the parents. Contacts among CRMD personnel, either through the Bureau of CRMD or between teachers, were cited as the means of recruitment by four of the respondents. One said interviews were the source of recruitment, while two either did not know or did not answer.

Responsibility for pupil recruitment, as might be expected from the preceding information, lay in large part with the teachers. Twelve of the respondents said that the teachers alone did the recruiting, and another four said that either the regular year CRMD teacher or the Bureau of CRMD recommended the children. Two either did not know or did not answer.

All children in the Summer CRMD came from regular year CRMD classes. When asked what criteria were used for selecting children, 12 of the teachers listed none other than CRMD designation. Four cited other criteria such as "greatest need for extra classroom help," or "inability to go to camp." Three either did not know or did not answer.

A number of recruitment difficulties were cited. These included lack of transportation, mentioned by four, and three each who noted apathy on the part of the children, and enrollment of children in other programs. Inadequate registration and publicity efforts were cited by five (26 percent) of the teachers. Two said they had encountered no difficulties in recruiting the children, and one did not answer.

Twelve of the respondents felt that the children who attended the CRMD Summer program were those most in need of the extra work it offered. Of the seven who felt they weren't, six said the children whose need was greatest did not register or attend. They noted that those who came tended to be the high educables or better motivated youngsters whose parents were most concerned. Those who were more apathetic, or whose parents were not strongly involved, did not come, although their need for the extra help might have been greater. One teacher said the main problem was transportation in that only those children able to use the city buses could come, since no special transportation was provided.

An average of five pupils per class (out of an average class size of nine) attended the same school during the year they were attending in the summer. Six of the teachers said the Summer school they were teaching in was their home school as well. While this does not insure continuity of information regarding the children, it should help.

Frequently, teachers had information on children they already knew, but none on other pupils. Nine of respondents said they had not received any information on their summer pupils, with two noting that since the youngsters were from the same school, such information was not necessary. Most of the others did not know why there had been a failure of communication in this area.

Ten of the respondents had received information on the pupils, but two of these noted that they had not received it for all the children in their summer classes. Five said information transmitted was reading and math ability; other information received by one or two included social skills, motor development, and general behavior, as well as such routine information as birthdays. Two of the summer teachers said they had had conferences with the youngsters' regular CRMD teachers.

Seventeen of the 91 respondents to the principals' questionnaire had CRMD components in their summer program. Of these, fourteen said that the information from the home school was either "fully" or "partially" available. Two indicated they did not desire any, and one did not answer. All but one of those who reported receiving information said it had been useful.

The observers' reports on this matter following direct talks with teachers appear to be somewhat more negative then the answers given on the questionnaires of both teachers and the principals. In 15 discussions between observers and teachers in only four did the teachers tell the observers they had received information from the home schools; 11 had received none. One observer noted that the reason no information was transmitted was simply that it did not appear to be the procedure to do so. Another observer reported that the teacher had gone so far as to send special letters to the home schools during the school year, but had received no responses. Late recruitment of pupils was cited as another reason for failure to obtain information. Material on the children which the observers felt should have been obtained included medical information, academic standing, behavior, and social and motor skills. One observer felt that the child's full record should have been made available to the summer teacher.

All the respondents to the teacher questionnaire said they intended to send information on the children back to their home schools. Fifteen said the information would consist of some kind of progress report, with nine of these specifving various kinds of academic and health-related information. Two said they intended to send the children's work folder. One had plans for a conference with the regular year teacher, while another did not specify what she planned to transmit.

The observers reported that all but two of the teachers they visited planned to transmit information to the home school. In most cases they told the observers they planned to include health, academic levels, and skills and motor development. Planned means of transmission included anecdotal records and rating scales.

Twelve of the 17 principals responding to the CRMD section of the principals' questionnaire did plan to provide information to the home school in the form of standardized test results, diagnostic information, and recommendations for placement.

Summing up their assessments of provisions for transmitting information, the observers evaluated them, with a few exceptions, as erratic and inadequate in terms of both procedure and content of reports. Their recommendations for improvement in this area included the expansion and standardizing of rating scales and report forms already being used by some teachers, more early planning to transmit information, and making available the child's complete record, as well as specific information on his performance in academic areas and his health record.

4. Lesson Assessment

The observers reported that in all cases, the class forgot that the observer was present and showed no nervousness at his presence. Methods used by the CRMD teachers visited by the observers were largely informal, consisting of discussions, use of the youngsters' experiences, efforts to elicit responses, and verbal drill, as well as drill in workbooks and storytelling. One teacher was rated as of "average effectiveness" in her implementation of the methods she employed; all the others were rated by the observers as "effective" or "very effective."

All the teachers observed were rated as "effective" or "very effective" in their use of materials, which included various picture and storybooks, workbooks, audiovisual aids, and arts and crafts supplies.

In five of the classes observed, the teacher worked with the children as a group most of the time, in seven she worked with them mostly as individuals, and in two, she divided her time about evenly between the group and individual youngsters. All the lessons showed at least some sign of pre-planning; most were considered by the observers to be organized and indicative of planning, and two were rated as "exceptionally well organized and well planned." In all cases but one, the level of work was described as being appropriate for the level of the children in the class.

All curriculum areas but music were covered during the observers' visits to the classrooms. In 12 of the classrooms, at least some of the pupils' art work was displayed. The classrooms were generally clean and free of hazards, with charts and displays appropriate to the level of the pupils. In six cases, however, the observers said that charts were not graded to allow for individual differences. With three exceptions, the charts and displays were considered by the observers to be related to the work being done.

Nine teachers were rated as "effective" or "very effective" at encouraging verbalization, five were rated as "average," and only one as "ineffective." Six were rated "effective" or "very effective" at encouraging social interaction among the pupils; six were considered "average" and three "ineffective." All the teachers were rated as "effective" or "very effective" at maintaining discipline. Classroom atmosphere was variously described by the observers as "warm," "cheerful," "controlled," "friendly," "disciplined," and "relaxed."

On the basis of their observations, the observers judged the teachers' qualifications in knowledge of methods, materials, and children's areas of weakness to be "good" or "very good" in nearly all cases.

5. Pupils

For the most part, the classes visited were described by the observers as "somewhat" or "highly" homogeneous in regard to the pupils' academic abilities and social skills. However, four classes were rated by the observers as "not at all homogeneous" in academic ability and one class was so rated in social skills. In all cases, the children were considered to be "very much in need" of the CRMD program.

The interest of most of the children appeared to be sustained most of the class period, and most of them were described as "well behaved" all or most of the time. Most of the youngsters participated in classroom activities "all or most" of the time.

In eleven classes, the observers felt that the children got along with each other "well" or "very well"; in four of the classes, they were described as getting along "fairly well." Distributions were virtually the same for how well the children appeared to relate to the teacher, and in all but two classes, the children were described as responding "well" or "very well" to classroom management routines.

Information from the teachers' questionnaire indicated that an average of two children per class had dropped out of the summer program. Reasons cited by the teachers for attendance difficulties included lack of adequate transportation, conflict with other programs, and such individual circumstances as necessary surgical and medical work.

Census information obtained from eleven schools with CRMD components and 21 CRMD positions indicated that CRMD registration increased over the summer, while attendance first rose, and then fell. Table IV-1 gives the absolute figures as well as the average attendance per school and class.

TABLE IV-1

PUPIL REGISTER, ATTENDANCE & POSITIONS
(N=11 SCHOOLS)

All Schools Average Attendance

Date	Registered	Attendance	Per School	Per Class
7/7	97	71	6.4	3.3
7/23	175	118	10.7	5.6
8/8	177	100	9.0	4.7

Teachers were asked to provide pre-and post-test ratings on their children on an eleven item pupil adaptability scale. The descriptive data for the eleven variables studied are presented in Table IV-2.

More than half (between 54 percent and 77 percent) of the children were rated on the positive end of the adaptability scale for all items upon entering the program. Comparisons of pre-and post-ratings of adaptability show statistically significant gains on the positive end of the scale in the areas of relation with peers, adaptation to classroom routines, and expected benefits derived from the summer program.

The percentage of children whose adaptability, as judged by their summer teachers, increased, decreased, or remained the same over the summer is presented in Table IV-3. The majority of children did not show any change in the areas rated. Between 18 percent and 39 percent of the children showed improved adaptability ratings while only 14 percent to 23 percent showed decreased adaptability. It is interesting to note that while equal percentages of children increased and decreased in regard to liking school in general, a greater percentage of children increased than decreased in regard to whether they liked summer school. Generally, the directions of change suggest that the summer program helps maintain social skills for over half the children, improves social skills for approximately one-third and may negatively affect one-sixth of the children.

6. Parent Involvement

A number of teachers commented that apathy or lack of interest on the part of the parents caused difficulties in recruiting children for the program. In view of this, it is

TABLE IV-2

RATINGS BY TEACHERS ON PUPIL ADAPTABILITY
BY PERCENT

Criterion	Rating											
	Very Well or Very Often		Well or Often		Fairly Well or Occasionally		Poorly or Rarely		Very Poorly or Not at all		Insufficient Information	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
[a]Getting along with peers	23	43	34	31	36	20	3	2	3	1	1	3
Seeking friendship of peers	16	37	51	31	23	24	9	5	1	1	0	2
Conforming to rules and regulations of classroom	29	42	45	34	20	18	4	4	1	1	1	1
[a]Adapting to classroom routines	23	41	37	34	28	18	9	3	2	1	1	2
Getting along with teacher	37	56	40	25	20	16	1	1	0	0	2	2
Liking school	30	46	45	32	19	14	3	3	1	3	2	2
Participation in class activities	23	36	45	34	28	22	1	3	2	1	1	4
Seeking friendship of adults	19	27	35	24	32	25	11	10	1	1	2	3
Acclimation to new situations	17	29	42	26	30	29	9	5	1	1	1	10
Liking going to summer school	38	44	25	26	30	18	4	4	1	4	2	4
[a]Benefit derived from summer program	31	40	25	30	36	17	7	8	0	3	1	2

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[a] Statistically significant gains at the positive end of the scale ($P < .05$)

interesting that none of the respondents said that parents were not informed about the program. Seven said that "parents were informed but not involved," while 12 reported that the parents were both informed and involved with the program.

Eleven of those who said that the children's parents were involved indicated that the involvement consisted of attendance at parent workshops which discussed the program as well as the problems and progress of individual children.

Several teachers reported that parents visited classrooms to observe lessons, and visited individually with their children's teachers.

The level of parent interest in the CRMD summer program was described as "high" or "very high" by seven of the teachers; eight described it as "average," and two as "apathetic or no interest." One indicated no basis for judgment, and one did not answer.

7. Strengths, Weaknesses, and Recommendations

Seventeen of the 19 CRMD teachers described themselves as "enthusiastic" or "very enthusiastic" about the value of the summer program. One had both positive and negative feelings, and one did not answer. Strengths of the summer CRMD program most frequently listed by the respondents included opportunity to review learned materials (N=6), and greater chance for individualized instruction and emphasis in children's weak areas (N=7). Opportunity for more time in arts and crafts, for more emphasis on social and emotional development, and the informality of the program were each listed as strengths by three of the respondents. Other strengths mentioned included the half-day session and trips and hot lunches.

Ten principals with CRMD components received and returned a supplement to the principals' questionnaire dealing with the CRMD program. Seven noted the excellence and experience of the teaching staff as a major strength of the program. Five listed the small group size and the opportunities it offered for individualized instruction. Other strengths listed included the presence of paraprofessionals and the variety of materials.

The main things listed by the observers as strengths of the program were the generally high quality of the teaching staff and the opportunity for maintaining and intensifying the pupils' academic, social and motor skills.

The weakness most frequently listed by the teachers was the lack of adequate facilities for transporting the pupils to school. Six of the teachers listed this as a weakness and included better transportation services in their list of recommendations. Inadequacy and late arrival of supplies were also listed by six of the respondents, with three recommending

TABLE IV-3

PERCENTAGE CHANGE IN PUPIL ADAPTABILITY RATINGS
(N = 89)

Criterion	Percentage Increased	 Decreased	 Remained the Same
Getting along with peers	37	11	52
Seeking friendship with peers	39	17	44
Conforming to rules and regulations of classroom	31	15	54
Adapting to classroom routines	32	13	55
Getting along with teachers	18	13	69
Liking school at present	21	23	56
Participation in class activities	24	17	59
Seeking friendship of adults	33	17	50
Acclimation to new situations	28	14	58
Liking going to summer school	25	14	61
Benefits derived from summer school	34	19	47
Average	29	16	55

improvements in ordering of materials. Recruitment procedures were mentioned as a weakness by four of the teachers, with three recommending such improvements as earlier recruiting. Poor attendance was listed as a weakness by two of the teachers. Other recommendations included those for providing lunch, more trips, and for having clusters of CRMD classes in selected schools.

Largely the same weaknesses and recommendations were listed by the principals. In addition, three felt that they had not had sufficient time to meet with the CRMD teachers, while some felt that there should be closer coordination between CRMD teachers and CRMD supervisors.

Based on their classroom visits and talks with teachers, inadequacies in registration and recruitment procedures and failure to provide information from home school to summer school were cited frequently by the observers as weaknesses. Lack of direction and specified objectives were other weaknesses cited, as was insufficient supplies. As might be expected, their recommendations emphasized the importance of starting publicity and recruitment for the summer program early in the spring, as well as of pre-planning by teachers and supervisors. They recommended also that provisions for transmitting information on the children be tightened up.

8. Summary

The summer CRMD teachers were well qualified and experienced in Special Education, and the observers felt that their level of performance in the classroom was quite high. The failure to insure continuity of information from the home schools of the children to their summer school teachers was perhaps the program's major weakness, and was noted by observers and teachers. The teachers were also dissatisfied with the quantity and appropriateness of the materials available to them, although they did indicate satisfaction with program orientation and organization. All the teachers responding to the teacher questionnaire indicated that parents were at least informed about the program, and a majority said they were involved in it as well. They indicated that the level of parent interest was average or higher. Results of the pupil rating form indicated that most of the children showed no overall improvement in social skills as a result of the summer program.

CHAPTER V

COMPONENT FOR LEARNING ENGLISH AS A SECOND LANGUAGE

A. INTRODUCTION

English as a Second Language (ESL) Programs were run in 47 Summer Day Elementary Schools. The stated objectives of the program were (1) "to continue the instruction of the home school," and (2) "to identify and instruct other children who are in need of the special services." Accordingly, the evaluation design provided for the following objectives:

1. Observations and rating of in-class activities about quality and provision for continuity.
2. Teacher rating of provision for continuity of information provided on children and on regular program.
3. Teacher rating of availability of appropriate materials.
4. Teacher summary of provisions for communicating to regular teacher in the fall.
5. Estimate of number of children newly identified as in need of services.

Responsibility for teacher selection and supply provision lay with the District Offices upon the allocation of units by the central administrator. Most schools having the ESL component had one unit consisting of one teacher. The participating pupils were selected from among the children registered in the basic program on the basis of their need for extra work in English as a second language.

Classes consisting of from four to 24 children met several times a week, usually for about 45 minutes a period. Average class size was 12. Each teacher met an average of 27 children during the school day. In some cases, children very much in need of the extra help spent the entire day with the ESL teacher, while in a few schools teachers met with only one group of pupils for the entire day.

B. EVALUATION PROCEDURE

The instruments used to evaluate the English as a Second Language program were teacher opinion questionnaires, Individual Lesson Observation Reports (ILOR) and Observer's Summary Forms. (See Appendix B)

1. Teacher Opinion Questionnaire

Questionnaires were sent to 43 teachers of English as a Second Language participating in the summer program. Twenty-six completed forms were returned, a return rate of 60%, and provided the basis for estimating teacher opinion about the ESL component of the Summer Day Elementary School.

In the questionnaire, the teachers were asked to provide information on their backgrounds in English as a Second Language, on various aspects of the program and the children involved, and on provisions made for insuring continuity of information from the home school to the summer school and back.

2. Individual Lesson Observation Reports and Observer Summary Form

Of the 47 schools having ESL components, eight were selected randomly as the sample for the lesson observations. One of these schools had two ESL teachers; all the others had one. A total of nine observations was carried out.

During the last two weeks in July, an observer familiar with the ESL program visited the schools selected to conduct the observations. The observer filled out the ILOR for each observation. The ILOR dealt with methods and materials of the ESL program, classroom management, children's background and apparent language abilities, teacher qualifications, continuity in communicating with the home school, and strengths and weaknesses of the lesson observed. In addition, the observer filled out an Observer Summary Form for each school giving her assessment of the summer ESL program in these same areas on the basis of all the classes she observed.

C. FINDINGS

1. Teacher Background and Qualifications

Ninety-two percent of the teachers returning the questionnaire reported having some previous experience working with non-English speaking children, with an average of five years of such experience. Of these, seventy percent had actual experience in ESL teaching. Thirty-eight percent had other forms of teaching experience with non-English speaking children, including bi-lingual classes or teaching regular classes of large numbers of non-English speaking children. Thirty-three percent had other kinds of experience working with the non-English speaking, such as parent-school liaison work and familiarity with Latin American culture.

Fifty-eight percent of the respondents indicated that they planned to take the license exam in ESL; 35 percent had no plans to take it; while only eight percent had already taken it.

In terms of training, 23 percent reported that they had no formal preparation for teaching ESL, and 69 percent reported having had college courses in ESL, including methods and materials as well as linguistics, while 31 percent had taken in-service courses in ESL. These figures included 19 percent who had both college and in-service training, accounting for the overlap in the above figures.

Eight of the nine teachers observed told the observer they had had either college or in-service courses in ESL, but only two told the observer that they held the TESL position during the regular school year. Two were planning to take the ESL license examination, four were not, one wasn't sure, and two had already taken it.

2. Organization and Materials

Asked whether they had received "sufficient orientation" for the program, 62 percent of the teachers indicated their satisfaction with the information they received. However, several of those who felt orientation was adequate noted that in part this was because they didn't really feel the need for any because of previous experience with the summer program or non-English teaching or both. Only three of the ESL teachers noted that they had had orientations specifically dealing with the ESL program.

Thirty-one percent of those answering the questionnaire felt that the orientation provided was insufficient. Of these eight teachers, five felt that the orientation might be improved by sessions dealing specifically with the ESL program, a suggestion also made by two of the 16 teachers who reported their orientation was sufficient.

The teachers divided evenly in regard to access to materials for the summer ESL program: 50 percent reported that they received "adequate and appropriate materials" while 50 percent said they did not. However, of the 13 who replied affirmatively two noted that the materials arrived some four weeks late. Of the 13 who replied negatively, specific lacks noted were Language Arts games and practice materials (8); lack of books for ESL teaching (6); insufficient audio-visual equipment (6); while two said they didn't have enough in the way of basic supplies.

3. Selection, Recruitment and Progress

According to the teachers, pupil selection procedures for the summer ESL program varied from school to school. In 31 percent of the cases, the ESL teacher made the decision on her own, while in another 23 percent she made it in conjunction with the children's summer home room teacher or supervisors. Thirty-five percent of the respondents reported that teachers other than themselves, either the home school teachers or the SDES regular teacher, made the decision, while 11 percent said that supervisors had made the decisions themselves.

The major criterion used in pupil selection, reported by 73 percent of the respondents, was a diagnosis of little or no fluency in English, as determined by a variety of methods including tests, reading ability, interviews, and the language fluency scale used in New York City.[1] However, 19 percent noted that pupils were taken into the program on the basis of their regular classroom teachers' selection or recommendations, without further diagnosis, while 15 percent reported other criteria such as shyness when using English or recent arrival from Puerto Rico, and another 15 percent either didn't know or didn't answer.

But despite the wide variety of personnel and methods employed in selecting the children, all but one teacher (96 percent) felt that the children selected were the right ones for the program and were those who most needed the extra help.

The observer agreed with the teachers that, despite the somewhat haphazard selection procedures, most of the children in the classes she visited were in genuine need of extra help. She rated only nine percent of the children she observed as "very little in need of the extra help." She did note, as a weakness, however, that the classes she observed tended to be somewhat too large and too heterogeneous in terms of English language ability to allow for fully effective ESL instruction.

One stated objective of the program was to identify and instruct children newly identified as in need of the ESL programs. Results of the teacher questionnaire indicate that an average of ten children per teacher had had previous ESL instruction. Since the average number of children per teacher was 27, this leaves an estimated 17 pupils per teacher who were newly identified as in need of the program. Six of the teachers reported that all their pupils were new to the ESL program and the number of new ESL pupils per teacher ranged up to 57. Clearly these data suggest this goal was achieved well.

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[1] This is a teacher rating scale used to estimate the number of non-English speaking children in the school system.

The great majority (90 percent) of the 718 children recruited in the schools of the respondents spoke Spanish as their first language; others spoke French (6 percent), and other European languages (2 percent), or an Oriental language (2 percent). In every case, the teachers reported that the Spanish-speaking children constituted a majority of those in their classes.

The 26 respondents were asked how well they spoke the first language of most of their pupils. One in three (32 percent) said they spoke fluently, another one (35 percent) that they could "be understood." Otherwise they spoke "poorly" (28 percent) or "not at all" (4 percent).

Discussing the level of pupil motivation, 85 percent of the respondents described it as "high," and 15 percent as "average." None described it as "apathetic."

Administration of before and after achievement tests during the 1968 summer program indicated no real gains; and it was concluded that the six-week period of instruction with four and one half weeks between tests was an unrealistic interval in which to expect changes in fluency to be indicated. Consequently, no tests were given this year. However, on the teacher questionnaire, teachers were asked to estimate the progress made by the children. The results of their ratings are shown in Table V-1.

As might be expected, the largest gains were shown in vocabulary (where 58 percent of the teachers rated the "typical pupil" as showing "much improvement"), and in comprehension and language patterns (in each of which 54 percent of the teachers felt the typical child demonstrated "much improvement"). Fewer children improved in verbalization skills: 38 percent of the teachers felt "much improvement" had been made in pronunciation, 23 percent in overall fluency, and only 12 percent indicated "much improvement had been made in intonation." On the other hand, while a few felt little or no improvement was made in pronunciation and intonation, virtually all the teachers indicated that at least "some improvement" was made in each area.

4. Provisions for Continuity

The objective of continuity in instruction was not achieved, since little provision had been made by the home schools for providing the summer school teacher with information on the children. Only 19 percent said they had received information regarding their children's work in ESL classes during the regular school year. Furthermore there were wide discrepancies in the information provided and the procedures for communicating it, although in all cases what they received was relevant to

TABLE V-1

Teachers' Ratings of Pupil Progress in Different Areas of the ESL Program for Summer School, 1969 In Percent

	Typical Pupil Made:			
Area	Much Improvement	Some Improvement	Little/None Improvement	Can't Judge Improvement
Vocabulary	58	42	0	0
Comprehension	54	46	0	0
Language Patterns	54	46	0	0
Pronunciation	38	54	8	0
Overall Fluency	23	77	0	0
Intonation	12	73	12	4

the children's ESL status. The material transmitted included the number of patterns introduced, as well as the pupil's age, grade, level of comprehension in English, rating on the fluency scale, the duration of his stay in the U.S., and his previous exposure to the ESL program.

Of the 81 percent (21 teachers) who had received no information, three noted as the reason either that the children were recent arrivals in the U.S. or had not previously been enrolled in the ESL program. Another six indicated that the reason for their not receiving information lay with the lack of machinery set up for communicating it: the home schools failed to provide it, and they could not get access to the home schools' records. One of these teachers also noted that part of the problem is that most of the children were not referred by their home schools. The other 12 teachers who had received no information from the home schools did not know why, or didn't answer; as one teacher replied to the question, "I wondered."

Principals had a different view on information availability. Forty-six respondents to the principal's questionnaire had ESL components in their summer programs. Fifteen said information from the home schools had been "fully available;" and 21 that it had been "partially available." Only 8 said it had not been available at all. Two said they had not wanted any information from the home school.

Of the 78 percent who said they had received information, 16 indicated it had been "fully useful," and 19 that it had been "partially useful;" only one said it had not been useful.

The fact that 81 percent of the summer ESL teachers reported that they had received no information while 78 percent of the principals said they had suggests a further breakdown in communications. Either the principals thought information had been received when it had not been, or they had a different concept of "information," or else they failed to pass on to the teachers material they had obtained. In any event, this is an aspect of the program which needs improvement in future years.

Eighty-eight percent of the summer school teachers, however, indicated they planned to communicate information of the children to the home school teachers, and the other 12 percent said they did not plan to transmit anything. Although most of the summer school teachers did intend to transmit information, the content of what they planned to include, as well as how they planned to communicate it, varied widely.

Of those who planned to transmit information, 12 indicated that they planned to do so through some kind of overall evaluation such as a report card, evaluation form, progress report or language card, or by an informal report to the home school teacher. Eleven planned to transmit specific information such as information on vocabulary, comprehension, language patterns, reading ability, and pronunciation. Six percent planned to include information about the children's behavior, their adjustment, (particularly new arrivals), and their effort, ability and potential (26 percent). Three said they planned to make recommendations in regard to the children's needs, and suggest follow-up procedures for them, while another three planned to send along only the fact of the child's attendance in the summer ESL program. Two intended to send information about the content of the summer program, and one planned to transmit the child's grade level in school.

The feeling of the teachers who did not plan to communicate any information is reflected in the statement by one who said:

> The 6 week program did not drastically change any child's language ability. It is hoped rather that some of the children gained more self-confidence and became more willing to participate. It is hoped that this will be carried over into the regular school year.

Information from the principals' questionnaire indicated that all but seven percent of those ESL components did plan to transmit information on the children back to the home school.

Half intended to send diagnostic information, and half to make recommendations for placement. Only two percent planned to send results of standardized tests. Thirty-nine percent said they would send various other forms of information, such as the children's adjustment to the program and their progress in certain skills.

The observer's finding on provisions for continuity repeat those obtained from the teacher questionnaire: in no case had a teacher observed received information on the children from their home schools. On the other hand, most of the summer school teachers told the observer they did plan to communicate some information to the regular year teacher.

5. Lesson Assessment

This section will summarize the observer's overall judgments regarding the program on the basis of the nine lessons she observed.

The quality of the lessons was generally judged to be good. In all cases, the lesson was judged "appropriate" for the level of the children, and only 2 and 3 teachers, respectively, were judged "ineffective" in implementation of methods (2) or use of materials ([illegible]). No teacher was rated as being poorly prepared or disorganized.

In terms of overall knowledge of ESL methods and materials the observer rated the majority of the teachers she saw as "average" or better. One was "poor" in knowledge of methods, while five were rated "good" or "very good." In knowledge of materials, three were rated "poor," and five were rated "good" or "very good." Two teachers were rated "poor" in their knowledge of the children's areas of weakness, with four being rated as "good" or "very good."

All the teachers worked with the children as a group for half or more of the class period, and the observer reported that the interest of most of the children was sustained for the greatest part of the lesson.

The most frequent method of instruction employed in the classes observed was some form of repetition drill with every teacher employing it at least once during the observation. The teachers used a wide variety of materials, including non-English and language arts games and various kinds of realia.

The observer felt that the teachers generally handled their classes very well, noting that she was "impressed by a few teachers, thought that most were effective to some degree and only felt that one was unsuited to the field."

3. Strengths, Weaknesses, and Recommendations

Teachers were pleased with the program. When asked to describe their overall feelings about its value almost all (94 percent) said they were either "very enthusiastic" (36 percent), or "enthusiastic" (58 percent). Only one was indifferent, and none had negative feelings.

Asked for specific strengths of the program, half the teachers listed either increased self-confidence in the pupil (51 percent) and the small group, individualized instruction (44 percent). The relaxed atmosphere, described as "informal" and "flexible," was listed as a strength by 35 percent of the respondents, while 27 percent noted that the program offered a good opportunity for continuous and controlled experience in English. Otherwise they noted the importance of contact with a teacher of English as a second language (TESL) for new arrivals (23 percent) adding that the program helped to introduce the youngsters to their new country and to prepare them for their new schools. Nineteen percent felt the program imparted skills for the regular school year. Only one teacher said there were no strengths.

The principals' evaluation was similarly enthusiastic. Seventy-four percent of the respondents said they felt the pupil recruitment procedures were "effective" or "very effective" while 83 percent to 87 percent felt the same about the performance of the professional staff, the curriculum, and the program's overall effectiveness.

On her overall summary, the observer listed two major strengths of the summer ESL program. First, she noted that those teachers with some knowledge of ESL methods and materials generally conducted good lessons in which the material presented was limited so as to allow the children to concentrate on a small area of knowledge and to grasp it as quickly as possible. Second, she listed the identification of new arrivals and other children who need ESL help. She noted it as "one of the most important features of the program in that it helps prepare the pupils to do the best they can during the regular year."

The weaknesses most frequently mentioned by the teachers were not enough time (day too short, program did not last long enough) and overly large classes with not enough time for individualized instruction. Each was mentioned by 23 percent of the teachers. Nineteen percent noted that their classes covered too large a range in regard to language ability, a disadvantage in dealing with the children's learning needs. Insufficient and inadequate materials, and lack of follow-through and information on the children were both mentioned as weaknesses by 15 percent of the teachers.

The problem of teacher preparation in the field was a factor in two of the four weaknesses the observer listed in the summary form. She noted "the uneven degrees of ESL preparation of the teachers" as a major weak point, pointing out further that the teachers were often chosen because they were bi-lingual or knew some Spanish, leading in some cases in her judgment to a tendency to use the children's first language too much.[2] She suggested that the teachers selected for the summer ESL program should be better prepared and experienced in its methods and approaches, and that both teachers and pupils be encouraged to avoid classroom use of the children's native language.[3]

However she felt that the problem of insuring continuity and follow-through was the major weakness of the summer ESL program. On the summary form, the observer indicated that provisions for transmitting information were unsystematic and inadequate, noting that the summer school teachers usually knew only that the home school had recommended the child for an non-English speaking class. She found further that no consistent information was being sent back to the home schools by the summer teacher. Information from both the teachers' questionnaires and the observer findings suggests that effective, consistent machinery should be set up for communicating information on the children from the home school to the summer school and back. The observer suggested that at the least the child's rating on the language fluency scale be included with his summer school registration material. Ideally, information on special problems and general progress should also be included.

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[2] The length of the program ruled out a valid comparison of learning in classes with a differential use of Spanish. Such a study would be needed to resolve this question.

[3] This particular comment reflects the observer's methodological orientation. There are other views on language teaching which give greater weight to the bilingual teacher and lessons.

Information from the teachers' questionnaire reviewed earlier indicated that there were no set criteria or procedures for selecting and placing non-English speaking children in ESL classes, a weakness compounded by the failure to provide adequate information on the children's backgrounds and problems. In terms of personnel, it would probably be advisable for the ESL teacher, assuming she has the necessary background, to make the selection. There should also be a greater uniformity of criteria for making the choices.

The observer remarked that length of time in the United States seems to have been, in general, the criteria used for placing the children. She noted that this was "an easy way which is generally useful and acceptable" in the absence of better information from the home school or testing prior to the beginning of summer school.

The observer agreed with the teacher that, despite the somewhat haphazard recruitment procedures, most of the children in the classes she visited were in real need of the extra help. She did note, as a final weakness, however, that the classes tended to be somewhat too large and too heterogeneous in terms of English language ability to allow for fully effective ESL instruction.

The recommendations most frequently made by teachers concerned materials and conflict with other programs. One in three (35 percent) of the respondents said they could have used more materials, including those relating specifically to ESL work, and audio-visual aids. The same proportion recommended changes in organization of the program, including the elimination of conflict with other programs and subjects, more contact among ESL teachers, and one ESL class a day instead of several or more ESL classes. About one in four (23 percent to

27 percent) recommended smaller classes, more parent participation, bi- or trilingual aides, and better training for aides. The need for better follow-through procedures and more information on the children was noted by 19 percent of the teachers, the same proportion who suggested diversifying the program by adding such activities as assemblies with guest speakers from cultural organizations and more trips. Less frequent recommendations made by the teachers included grouping according to language ability (3 teachers), provision of fans or air conditioners, better procedures for selecting pupils, and more teachers experienced in ESL work (each suggested by 2 teachers).

7. Summary

Most of the summer ESL teachers had previous experience in ESL teaching and some amount of formal preparation in the field. The observer generally rated their classroom performance as good. Procedures for selecting the pupils who were to participate in the ESL program were somewhat haphazard, and there was virtually no information transmitted from the home schools on the children's backgrounds and needs in English. A majority of the children, on the other hand, appeared to be new to the ESL program. Judging by the teachers' ratings, the summer program appeared to have a beneficial effect on the children's vocabulary, comprehension, and language patterns, and was somewhat less effective in improving pronunciation, overall fluency, and particularly intonation.

CHAPTER VI

GIFTED COMPONENT

A. INTRODUCTION

A component for gifted children was operated in 42 Summer Day Elementary Schools providing instruction in arithmetic, art, foreign languages, language arts, music, reading, science, and social studies. Program objectives, as stated in the evaluation proposal, were to provide challenge and stimulation, broaden horizons, and provide experiences not encountered in the regular school program.

Criteria for admission to the gifted classes were developed by each district superintendent, depending upon the needs of his district. Some districts registered pupils who would not typically be enrolled in gifted classes on the assumption that exposure to brighter pupils and an enriched program might enhance their self-image and increase motivation.

Units were allocated by the central administrator, but decisions on the distribution of units were made by each district. The allocation of teaching positions per school for the gifted component varied. Some received a full unit (six teachers), and others received a partial unit. Some schools with a full unit ran departmentalized programs.

The evaluation objectives were:

1) To determine pupil development in creative thinking and reasoning.

2) To assess pupil attitudes to major aspects of the program.

3) To evaluate the reactions of teachers and principals toward the program.

4) To assess pupil attendance and class size.

B. EVALUATION PROCEDURE

1. Sample

The sample was a stratified random sample of ten schools in the five boroughs (three each from the Bronx and Brooklyn, two from Manhattan, and one each from Richmond and Queens). Initial selection involved using the six schools already selected for the reading and arithmetic component sample which contained gifted classes. Four additional schools with gifted components were selected randomly to make up a sample of approximately 25 percent of the overall 42 units. Ten schools participated in the lesson observation and pupil questionnaire segment of the evaluation. In addition, teacher questionnaires were mailed to 14 schools outside the basic sample, and all ten schools in the sample.

Twenty principals, selected at random from schools with gifted classes, were asked to evaluate the component.

2. Instruments

a. Individual Lesson Observation Report (ILOR)

During the third and fourth week of the program, 21 classes in ten schools were observed by educational consultants and faculty members from local college education departments. Each observer spent from forty-five minutes to one hour in each classroom, completing three classroom observations per morning. The lessons were rated on 21 items grouped for purposes of this evaluation into four areas: 1. planning and organization of the lesson, 2. stimulation of interest, 3. creativity evidenced in the lesson, and 4. stimulation of divergent thinking and pupil responsibility. An overall rating of the quality of instruction was also obtained.

b. Pupil Questionnaires

Questionnaires were administered to 183 pupils in 16 classes during the fifth and sixth week of the program. Pupils were asked a variety of questions dealing with the reasons for their attendance, attitudes toward the program, and the program's relevance to their needs and interests.

c. Teacher Questionnaires

Questionnaires were answered by 23 teachers while questionnaires were being administered to their classes. In addition, questionnaires were mailed to 23 teachers not included in the pupil questionnaire sample. Thirteen teachers (57 percent) returned the questionnaire, yielding a total sample of 36 for this phase of the evaluation.

The questionnaires focused on the program's major strengths and weaknesses, curriculum planning, recruitment, adequacy of supplies, teacher's background and training, variety of experiences offered to the children, progress of the children, and suggestions for improvement.

d. Principal Questionnaire Addendum

Twenty principals received an addendum to the basic principal's questionnaire asking them to evaluate the gifted component in their school. Twelve (60 percent) returned this addendum, which had questions dealing with major strengths and weaknesses and suggestions for improving the program.

In addition, four questions in the basic principal's questionnaire dealing with continuity, performance of professional staff, effectiveness of curriculum, and pupil recruitment had items relating to the gifted components and the data from these items will be discussed in this chapter.

C. FINDINGS

1. Registration, Attendance and Class Size

Census information provided by the Board of Education for the week of July 7-14 indicated that 42 schools participated in the gifted program, involving approximately 1000 pupils. The pupil population goal stated in the proposal for this program was about 300, and so it would appear that this objective was attained.

Table VI-1 represents registration and attendance figures reported by ten sample schools on three dates selected by the evaluation team. These figures reflect a small increase on each date in both registration and gross attendance but a drop in the proportion of registrants attending of 8 percent over the four week interval.

Observers reported a total of 209 pupils present in the 20 classes observed for an average of 10.4 pupils per class.[1] Based on the attendance reported by the ten sample schools, class size also varied within this same range (10.8 to 12.0).

2. Quality of Instruction (ILOR)

As noted before, the classroom observations focused on planning and organization, stimulation of interest, creativity in lesson, stimulation of divergent thinking, and pupil responsibility, with the last three used to determine the objective to develop creativity and reasoning.

Of the 21 lessons observed, four each were reading, arithmetic, and science, three were social studies, four were music or art, one was French, and one was creative writing. All the observers indicated that the lesson was "completely typical" or a "reasonable approximation" of normal classroom functioning and none felt their presence had an effect on classroom functioning.

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[1] One observer did not complete the item on class size.

TABLE VI-1

REGISTRATION, ATTENDANCE AND AVERAGE SIZE CLASS IN TEN SAMPLE SCHOOLS (N=10), GIFTED COMPONENT

Date	Registration	Attendance #	Attendance %	Teaching Positions	Pupils per Position
July 7	437	336	77	31	10.8
July 23	490	347	71	29	12.0
August 8	514	354	69	31	11.4

Eight of the twenty-one classes observed were multigraded with the remaining thirteen classes homogeneously graded.

Table VI-2 presents the percent of classes rated as above average, or below average in overall quality, and in the items comprising the first three areas studied. In 12 of the 21 lessons (57 percent) the observers felt the overall quality of instruction was above average and in all but two of the other nine, it was considered average. Within the other three areas present, the major strengths[2] observed involved the existence of a flexible classroom (63 percent), children's interest and enthusiasm (57 percent), and the level of creativity and imagination evident in the lesson (52 percent). Teacher-pupil, and pupil-pupil interaction was rated below average (33 percent) almost as often as it was above (39 percent)and the observers did not think teaching aids were used effectively or creatively (58 percent below average).

Table VI-3 represents the data obtained for the 13 items considered by the staff to be related to establishing a climate for creative or divergent thinking. Of the 13, only five of the factors were observed in more than half of the classes. These were: a relaxed classroom, climate (90 percent), a foundation for independent thinking (90 percent), individualized instruction (81 percent), children permitted to work in small groups or individually (76 percent), and student participation in evaluation (57 percent). The other eight aspects of stimulating divergent thinking were rated negatively or absent in 57 percent to 88 percent of the classes.

The profile which emerges from these data is one of classes housed in flexibly arranged classrooms, with lessons reflecting average levels of planning and organization and provisions for continuity both with the children's background and future lessons. In some, children and teachers interact well, but as often they interact poorly, nevertheless the children seem interested. The teachers evidence above average creativity and imagination, and despite the poor use of teaching aids, the quality of instruction is rated well, primarily because of the high frequency of individualized instruction, the development of the foundation for independent work and thinking, student participation in the evaluation of their work, the freedom given children to work within the classroom.

3. Observer Perception of Strengths and Weaknesses

The major strengths cited by the observers were to teacher

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[2] Based on the majority of ratings being above average.

TABLE VI-2

DISTRIBUTION OF RATINGS ON ILOR, ITEMS RELATED TO QUALITY, PLANNING, INTEREST AND CREATIVITY, IN PERCENT

N=21

Aspect	Percent of Classes Rated as: Above Average	Average	Poor	Not Applicable
A 1. Quality of instruction	57	33	10	-
B Planning and Organization				
1. Amount of planning and organization	19	67	14	-
2. Foundation for future lesson	38	57	5	-
3. Flexibility of seating	63	22	15	-
C Stimulation of Interest				
1. Interaction with teacher and/or pupils	39	19	33	9
2. Use of child's background and experience	29	38	19	14
3. Children's interest and enthusiasm	57	33	10	-
D Creativity Evidenced in Lesson				
1. Level of creativity and imagination	52	38	10	-
2. Effective and creative use of teaching aids	14	29	57	-

TABLE VI-3

DISTRIBUTION OF OBSERVER RATINGS ON FACTORS RELATED TO STIMULATION OF DIVERGENT THINKING AND PUPIL RESPONSIBILITY IN PERCENT

N=21

Aspect	Positive or Present	Negative or Absent	Unrated
1. Classroom climate relaxed (vs. inhibited)	90	10	
2. Foundation for independent work and thinking	90	10	
3. Extent of individualized instruction	81	19	
4. Children permitted to work in small groups or individually	76	24	
5. Evidence of student participation in evaluation	57	43	
6. Children permitted to select assignment from suggested alternatives	47	53	
7. Provision of opportunity to get different answers or offer different ideas	33	38	29
8. Evidence of provision for integration of unexpected	33	67	
9. Children permitted to work on individual work related to lesson	30	70	
10. Children given opportunity to direct mode of inquiry during lesson	28	72	
11. Evidence of opportunity for children to determine areas of projects being studied	18	82	
12. Evidence of children permitted to evolve future plans	12	88	
13. Children permitted to assume responsibility for classroom presentations or curriculum materials	12	88	

quality (8), and teaching methods (6), with the most frequent reference to rapport, ability to communicate, utilization of teaching materials, and knowledge of teaching methods. Strengths less often noted by observers included individualized instruction (4), use of teacher aides (3), and class participation (3).

In eight of the 21 observations the observers listed no weakness. The weaknesses cited in the remaining 13 observations were most often a restrictive atmosphere (6) or routine, uncreative, and uninteresting qualities of the lessons (4). Other weaknesses cited were poor planning (2) and lack of student involvement (1).

4. Teacher Background and Perception

a. Preparation and Training

Thirty-three (91 percent) of the 36 teachers in the sample held a common branch (K-6) license, with most reasonably experienced. Sixty-one percent have been teaching in New York City for more than five years, (a mean of 7.6 years) and 25 (69 percent) had previous experience teaching gifted children. Most too (72 percent) had attended a training or orientation program for the 1969 Summer Day Elementary School project,but only one (3 percent) had been given a curriculum guide to follow for the summer.

b. Teacher Aides and Materials

Thirty-one of the teachers (86 percent) had a teacher aide in the classroom. The aides' major responsibilities were preparation of classroom materials, individual tutoring, and clerical work, and most of these 31 teachers rated their aides as having been very effective in the performance of these duties. Not one teacher rated his aide as poor.

Two-thirds of the teachers (67 percent) stated that special materials were supplied for the program, including casettes, records, enrichment workbooks, puzzle games, and SRA materials.

c. Utilization of Community Resources

Teachers reported efforts to get beyond the walls of the classroom either by taking the children out in the community or bringing outside people in. Ten of the teachers sampled (28 percent) invited specialists to talk to their classes. These specialists represented such areas as Spanish culture, poetry, creative writing, science, math, and sports.

Twenty-two of the 36 teachers (61 percent) took at least one trip during the program, with one teacher taking seven trips, four teachers taking eight trips, and one teacher taking nine trips. The trips were most often to museums, either in science (13), art (11), or natural history (eight). Otherwise children were taken to the zoo (five), to musical (five) or theatrical events (four), to visit community/neighborhood agencies (seven), and to industrial plants (six).

d. Teacher Estimates of Progress

Teachers in the sample were asked to rate the progress of their pupils relative to 17 academic areas and various other objectives of the SDES program. Table VI-4 presents the data obtained from these ratings. Teachers ended the program with a widespread feeling that children had profited from the summer, for in 12 of the 17 items a large majority (72 to 86 percent) of the teachers felt that more than half of their pupils made noticeable progress. The areas in which less than half the teachers reported noticeable progress were music (22 percent), art (39 percent), science (44 percent), and improvement of future school attendance (47 percent).

Twenty-seven of the sample teachers (75 percent) thought that the children who attended SDES would do better during the 1969-70 school year than comparable non-attenders.

e. Strengths and Weaknesses

Twenty of the sample teachers cited aspects of the classroom (small class size, relaxed atmosphere, latitude given teacher) as a major strength. Other major strengths cited were administrative support (eight), availability of teaching materials (four), and emphasis on specific subject areas (four).

The weakness cited by teachers most often (13) was the inadequacy of materials, a characteristic which obviously varied from school to school since five teachers noted this as a strength. Four teachers each noted poor attendance, not enough money for trips, and the wide range of ability in the classes.

f. Rating of Program

Thirty-five of the 36 teachers rated the value of the program on a scale ranging from "enthusiastic" to "strongly negative." All 35 had positive views for no teacher felt either "slightly" or "strongly negative" about the program. Twenty-five teachers (71 percent) felt "enthusiastic" and nine (26 percent) felt "positive, but not enthusiastic." And the other one (3 percent) felt "slightly positive."

TABLE VI-4

TEACHERS FEELING THAT MORE THAN HALF THEIR PUPILS MADE NOTICEABLE PROGRESS TOWARD PROGRAM OBJECTIVES BY PERCENT

N=36

	Program Objective	Percent
1.	Stimulation of new interests	86
2.	Broadening of horizons	86
3.	Rise in children's aspiration	83
4.	Improvement of self-image	81
5.	Positive attitudes towards school	81
6.	Personal work and study habits	81
7.	Personality growth	81
8.	Language Arts	81
9.	Emotional Development	78
10.	Arithmetic	75
11.	Rise in motivation and effort	72
12.	Rise in expectation of success	72
13.	Social Studies	58
14.	Improvement of next year's attendance	47
15.	Science	44
16.	Art	39
17.	Music	22

5. Principals' Perceptions

Twelve principals responded to questions on the gifted component on an addendum to the basic principal's questionnaire and 21 principals responded to four questions on the basic principal's questionnaire.

a. Continuity of Program

Principals were asked to rate the availability and usefulness of information on the pupils provided by the home schools. Ten of 21 principals (48 percent) said that such information was "fully available," and eight (38 percent) that it was "partially available." Moreover, all but one of these 18 principals felt the information they had was either "fully" (9) or "partially useful" (8).

Principals were also asked to indicate the type of information that would be provided to the home school following the SDES program, and they reported provisions for continuity in this direction as well. Twenty of the 21 sample principals (97 percent) said that progress reports were being sent to the home schools. Four (19 percent) were also sending standardized test results; eight (38 percent) were sending diagnostic information; four (19 percent) were sending placement recommendations; and six (29 percent) were sending other information (i.e., attendance, teacher-made test results, and examples of pupils' work).

b. Grouping Practices

The principals were asked to indicate whether their classes were grouped homogeneously or heterogeneously and to indicate the criteria upon which the grouping if done was based. There was no consistent pattern, for seven principals (33 percent) reported that they grouped homogeneously by grade level, while 12 (57 percent) reported grouping heterogeneously by grade level. Two principals (10 percent) did not answer the question. Further grouping on the basis of ability level was reported by 15 of the principals (71 percent). But here too there was variation, for nine reported grouping homogeneously by ability and six reported grouping heterogeneously by ability.

Multiple criteria for grouping were reported such as teacher, guidance, or supervisor remarks (13), teacher grades (11), standardized test results (ten), and occasionally their own "judgment" (2).

c. Principals' Evaluation

Nineteen of the 21 sample principals responded to a question asking them to rate the effectiveness of the overall program and three specific aspects: pupil recruitment, performance of professional staff, and curriculum. Their ratings are given in Table VI-5.

Principals indicated their belief that the overall program, staff and performance were effective or very effective (76 percent to 86 percent). They were less satisfied with pupil recruitment, for one-third (33 percent) rated it only as "adequate" and 15 percent as "ineffective" or "very ineffective."

d. Strengths and Weaknesses

Nine of the 12 principals responding to this aspect on the "gifted" addendum cited the opportunity for individualization of instruction as a major strength. Five principals cited excellence of professional staff while four cited the variety and quality of materials. No other strength was cited more that twice.

No one weakness was cited by more than three of the 12 principals. Those mentioned by two or three were: insufficient time and difficulty in recruiting pupils (3), pupils' traveling distance (3), lack of funds for trips (2), and materials not available at beginning (2).

6. Pupil Background and Perceptions

Forty-one percent of the 183 pupils answering the pupil questionnaire had never been in a gifted class prior to this summer and didn't expect to be in a gifted class in the fall. One-third (34 percent) had been in a gifted class during the 1968-69 school year, while 25 percent expected to enter a gifted class for the first time during the 1969-70 school year.

Half the pupils (53 percent) came to SDES to "learn more" or "improve my work." Fourteen percent came because of parental concern; 8 percent because they "liked school," 6 percent because they felt "weak" in some subject area, 4 percent because they "failed" a subject, and the remaining 13 percent for various other reasons.

Asked in what way summer school differed from regular school, the pupils noted the trips (26 percent), the half-day of school (24 percent), and learning of "more" and "different" ideas (12 percent).

TABLE VI-5

DISTRIBUTION OF PRINCIPALS' RATING OF EFFECTIVENESS OF PUPIL RECRUITMENT, PERFORMANCE OF STAFF, CURRICULUM, AND OVERALL PROGRAM (IN PERCENT)

N=19

	ASPECTS			
	Overall Program	Performance of Staff	Curriculum	Pupil Recruitment
Very Effective	52	63	47	22
Effective	32	32	37	26
Adequate	16	5	16	37
Ineffective	0	0	0	10
Very Ineffective	0	0	0	5

Judged by their answers to several related but different evaluative questions, the pupils enjoyed the summer and thought it profitable. Sixty-three percent of the sample pupils reported liking summer school "very much" while only 4 percent "disliked it very much." Sixty-three percent also said they would like to come back next summer. Sixty-two percent thought summer school "helped them a great deal," while only 8 percent thought it "didn't help them at all." None of the 14 pupils who felt that summer school hadn't helped them at all were able to express why.

Sixty-three percent thought they would do a "lot better in regular school" after the SDES program and 78 percent thought their summer school teachers "helped them a great deal."

Ninty-three percent of the pupils stated that they made new friends in their classes and 61 percent reported playing with these friends after school.

Forty-two percent of the children felt that the gifted program was "very exciting," 11 percent felt that it was "exciting," 33 percent felt that it was "interesting," 5 percent felt it was "somewhat interesting," and only one in ten (9 percent) rated it "boring."

E. SUMMARY

Observers rated the overall quality of the lessons very good in over half (57 percent) of the observations. They were less enthusiastic in their rating of stimulation of divergent thinking, since only five of 13 factors were observed in more than 50 percent of the lessons. The major strength cited by observers was teacher quality, while the major weakness was in the related area of restrictive classroom atmosphere.

Teacher preparation and training was strongly evidenced by the responses on the teacher questionnaire. It would seem that community resources could be utilized more often, particularly in the area of cultural or academic specialists. A strong majority (72-86 percent) of the teachers felt that their pupils had made progress toward most of the program objectives. Classroom atmosphere was the major strength cited by teachers, while inadequacy of materials was the major weakness.

Principals rated performance of professional staff very high, while citing pupil recruitment as generally in need of improvement.

A majority (63 percent) of the pupils reported they liked summer school and would like to return next year. They said their teachers helped them a great deal and they would do much better during the next school year than they did last year. Most of the pupils broadened their circle of friends via the SDES program.

The strengths and weaknesses of the program differ very little from previous SDES evaluations. This would suggest that the strengths have been maintained, but that a more concerted effort must be made to correct the weaknesses.

CHAPTER VII

ENRICHMENT COMPONENT

A. INTRODUCTION

The goal as stated in the Enrichment Component was to discover and develop aptitude in the areas of Music and Art through a variety of experiences in these areas, such as playing orchestral and pre-orchestra class instruments, vocal music, and songs and music theory, as well as training in the use of various art media.

There were 31½ Enrichment Components located in 60 schools. Recommended class size was 20; information from the ILOR indicates that the number of pupils in each class ranged from six to 28 with a median class size of 17.

B. EVALUATION PROCEDURES

The procedure for evaluating the Enrichment Music and Art goals include the following:

1. Observations and rating of nature of in-class activities and trips in terms of specialty, possible effect on "broadening horizons."
2. Teacher summary and rating of activities.
3. Teacher rating of pupil responses.
4. Observer rating of pupil responses.

1. Sample

The Sample for the Enrichment Component was selected where possible from schools with a basic unit in reading and math. A sample of ten schools with 15 Enrichment units was selected.

2. Instruments

The data for the evaluation of the Enrichment Program were obtained from three sources: Individual Lesson Observations, Individual Pupil Questionnaires, and Teacher Questionnaires.

a. Individual Lesson Observations

During the third and fourth weeks of the Enrichment Program, the Music and Art Programs of ten sample schools were observed over a period of ten days by specialists in Music and Art. Each observer spent a minimum of 45 minutes in each of the 15 Music and 15 Art classes visited. Individual lessons were rated on several criteria. These were grouped according to the "quality of the lesson," and "qualities of the teachers."

b. Pupil Questionnaire

During the fifth week of the SDES program, pupils' attitudes were sought through questionnaires expressly designed to elicit their feelings respecting the program and their teachers. These questionnaires were administered by graduate students to 116 children ranging from grades 3 - 6 in 30 Music and Art classes.

c. Teacher Questionnaire

During the fourth and fifth weeks of the SDES Enrichment Program, teachers' opinions regarding the strengths and weaknesses of their program and their specific suggestions for improving the effectiveness of the program's offering were sought through a Teacher Questionnaire administered to 15 Music and Art teachers, who were involved in the evaluation sample.[1]

C. FINDINGS

1. Registration and Attendance

Records of pupil registration and attendance at various times during the summer were obtained for the art and music facets of the Enrichment Component from 19 schools responding to the Census questionnaire. The data are summarized in Table VII-1.

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[1] An effort to obtain an additional sample of teachers by mailing questionnaires to schools not in the sample did not succeed since the majority of the questionnaires were distributed to teachers in the basic component in reading and arithmetic.

TABLE VII-I

CENSUS INFORMATION FOR THE ENRICHMENT COMPONENT

	Art Attendance					Music Attendance				
	Registered	N	Percent	Position	Schools	Registered	N	Percent	Position	Schools
7/7 (Opening day)	104	94	90	12	8	183	164	90	17	11
7/23 (Third week)	270	181	67	12	8	297	211	71	17	11
8/8 (Fifth week)	272	190	70	12	8	253	181	72	17	11

The data indicate that 90 percent of the children who pre-registered for art and 90 percent of those who did so for music were in attendance on the first day of summer school. These figures suggest that registration and recruitment procedures were effective. Registration and gross attendance for the art classes went up in the third week, then held steady for the rest of the summer, but the percentage of children registered who actually attended dropped to 67 percent in the third week and rose to 70 percent the fifth. The figures for the music classes show that both registration and gross attendance were higher at the third week but dropped at the fifth, with the percentage of registered pupils actually in attendance 71 and 72 percent comparable to the figures for art classes.

2. Individual Classroom Observations

a. Music

The music observers spent an average of 92 minutes in the 15 classrooms visited in ten schools. The average music class had 12 students, the smallest class with four children, the largest with 25. Thirteen of these music classes were being instructed by a regular classroom teacher while the other two were taught by a substitute.

The observers' ratings for the music classes observed are summarized in Table VII-2 under the headings of: Planning, Organization, and Depth of Lesson; Stimulation of Interest; and Creativity in the Lesson.

The observers were impressed with the music lessons seen, for consistently large majorities (nine or more) of the classes visited were rated at the positive end of the rating scale for all but three of the criteria used. Thus, according to the observers, there were favorable indications of "Planning, and Organization" in most (12) of the music lessons, with the same number of classes showing tangible evidence of "depth of planning."

The children in most of the classes (9) were directly involved both visually and kinesthetically in the lesson, and the presentations were positively rated as systematic (14) as well as consistent (13) while the quality of the lessons was rated positively.

In almost all of the classes (14) the children manifested feelings of interest and enthusiasm which were sustained throughout the lesson and the observers were in agreement

TABLE VII-2

DISTRIBUTION OF RATINGS, INDIVIDUAL LESSON OBSERVATION REPORT: MUSIC
N=15

	Number of Classes Rated		
Qualities of the Lesson	Positive	Neutral	Negative
A. Planning, Organization, and Depth			
1. Indication of planning and organization	12	2	1
2. Depth of planning indicated by lesson	12	0	3
3. Extent of total involvement called for: (use of eyes, ears, kinesthetic sense and feeling)[a]	9	4	1
4. Systematic	14	0	1
5. Consistency of lesson presentation	13	2	0
6. Quality of instruction	13	1	1
B. Stimulation of Interest			
1. Children interested and enthusiastic	14	0	1
2. Relating lesson to out-of-class music activities	1	3	11
3. Extent of spontaneous student participation in lesson	10	4	1
4. Lesson related to children's background and experiences[a]	1	11	2
5. Appropriateness to age level, aptitude of class	15	0	0
6. Allowances for individual expression	11	1	3
7. Interest aroused and sustained	12	3	0
C. Creativity in Lesson			
1. Creativity	10	3	2
2. Imagination	10	3	2
3. Level of creativity and imagination in presentation[a]	13	1	0
4. Classroom climate	12	0	3
5. Flexibility in adjusting to classroom situations	11	1	3
6. Use of History, Appreciation, and Theory introduced in lesson	3	0	12

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[a] Total is less than 15 because one observer failed to make this rating

that all the lessons were appropriate to the age and abilities of the children.

Twelve of the lessons were rated outstanding in terms of the teacher's ability to arouse and sustain the interest of the children even though there were few attempts evidenced on the part of the teachers to relate the lesson to either the"out of class music activities" (1) or to their "background and experiences" (1). However, in most of the classes (11) the observers noted that there were many opportunities provided for "individual expression" while the extent of student participation was very favorably rated in two-thirds (10) of the lessons observed.

There was very little utilization of History, Appreciation, and Theory noted in most of the Music classes observed (3).

In two-thirds of all the classes visited there was meaningful utilization of "creative" and "imaginative" ideas (10) and the general over-all level of "creativity and imagination displayed in the individual lesson presentations" was rated outstanding in 13 of the 15 lessons.

The classroom climate was rated positive in 12 of the lessons observed and negative in three. Eleven of the teachers were rated flexible in adjusting to classroom situations.

b. Art

The average length of the 15 art observations made in ten schools was 100 minutes; the longest session being 180 while the shortest was of 30 minutes duration,due primarily to a previously scheduled special activity on the part of the school.

The average art classroom contained 16 students ranging from six to 28 children. Thirteen of these classes were taught by a regular classroom teacher while two classes were being instructed by a substitute teacher.

The observers' ratings for the art classes observed are summarized in Table VII-3 under the headings of: Planning, Organization, and Depth of Lesson; Stimulation of Interest; and Creativity in the Lesson.

According to the observers, the art lessons observed presented positive evidence of teacher planning and organization (12) but about one-third of the lessons (5) failed to clearly indicate depth of planning in the presentation.

TABLE VII-3

DISTRIBUTION OF RATINGS, INDIVIDUAL LESSON OBSERVATION REPORT: ART
N=15

Qualities of the Lesson	Number of Classes Rated		
	Positive	Neutral	Negative
A. Planning, Organization and Depth			
1. Indication of planning and organization	12	2	2
2. Depth of planning indicated by lesson	8	2	5
3. Extent of total involvement called for: (use of eyes, ears, kinesthetic sense and feeling)	10	4	1
4. Systematic	9	4	2
5. Consistency of lesson presentation	13	1	1
6. Quality of instruction	13	1	1
7. Use of novel and innovative materials	11	3	1
B. Stimulation of Interest			
1. Children interested and enthusiastic	9	5	1
2. Relating lesson to out-of-class art activities	4	3	8
3. Extent of spontaneous student participation in lesson	10	4	1
4. Lesson related to children's background and experiences	12	2	1
5. Appropriateness to age level, aptitude of class	15	0	0
6. Allowances for individual expression	11	1	3
7. Interest aroused and sustained[a]	10	0	2
8. Student art work displayed	14	1	0
C. Creativity in Lesson			
1. Creativity	10	3	2
2. Imagination	10	3	2
3. Level of creativity and imagination in presentation	13	1	1
4. Classroom climate	12	3	0
5. Flexibility in adjusting to classroom situations	11	1	2
6. Use of History, Appreciation, and Theory introduced in lesson	3	0	12
7. Flexible vs. structure	6	4	5

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[a] Total less than 15 because of observers' failure to respond to item.

Most of the lessons observed were held to have been systematic (9) and consistent in their presentation (13) and in practically all of the classes teachers employed and incorporated the use of novel and innovative materials in their instructional activities (11). In addition, the children in these classes were involved both visually and emotionally in the art lesson (10), and the quality of instruction was rated positively in four-fifths of the lessons observed.

There was unanimous agreement among the observers that the lessons observed were appropriate both as to age level and aptitude of the children receiving the instructions. Twelve of the lessons observed were rated positively in terms of their relationship to children's background and experience. Only four of the lessons, however, were felt by the observers to relate art activities to life outside the classroom.

In addition to the positive indications of interest and enthusiasm exhibited on the part of the children (9), in eleven of the lessons observed the observers found many opportunities for individual expression as well as considerable positive evidence of spontaneous student participation (10). All of these factors combined to substantiate the feeling that the interest of the children aroused initially was sustained throughout the lesson in two-thirds (10)of the lessons observed. Six of the lessons observed were rated positively in allowing for flexibility and freedom, while five were rated negatively in this regard. The level of creativity and imagination of the teachers was rated as positive in 13 of the lessons observed. Only three teachers, however, incorporated History, Appreciation, and Theory into the lesson.

Eleven of the teachers were rated positively in their abilities to adapt to situations arising in the classroom. The observers felt the classroom climate was good in 12 of the lessons seen.

3. Student Background and Perceptions

a. Background

Fifty-four percent of the 116 students who submitted completed questionnaires were boys and 46 percent were girls with an average age of 10.3 years.

Forty-seven percent of the students gave "to improve both music and art work" as their reason for attending summer school while 20 percent stated that they were coming "because my parent(s) wanted me to go." Interestingly, 17 percent of the students attended summer school only part time while 74 percent attended from the beginning.

Less than one-half of the students (45 percent) had had both music and art in their regular school with more than 40 percent having had either music or art before and 21 percent of the students having had neither music nor art before.

Over three-quarters of the students questioned (79 percent) were enrolled in both the music and art summer programs and less than one-fifth were taking either music (23 percent) or art (17 percent) but not both.

b. Perceptions of Music Segment

Most of the students polled stated that they like their summer music classes (67 percent) and their summer teachers "a little" (12 percent) or "a great deal" (71 percent).

While one-half (48 percent) rated their summer music classes better than their regular music classes, less than one-half of these students (42 percent) signified a willingness to take music in next year's summer school.

Sixty percent of the children listed the summer music opportunity as the first time they had actually played an instrument while 40 percent had had previous musical experience.

Many of the children did have a choice in selecting what particular musical instrument they wanted to play (62 percent) while others were less fortunate (38 percent) in that they had no choice of instrument.

Most of the students felt that their music teacher had given them "some" (10 percent) or "a great deal of help" (84 percent) and in their judgment indicated that the summer experiences had helped them to improve their music "a great deal" (75 percent).

Over three-quarters of the students (80 percent) felt that they had received "sufficient help and attention in class" and it was their opinion that they had had an excellent opportunity "to do some of the things they wanted to do in class" (88 percent). Many rated the program "good" (18 percent) to "excellent" (63 percent) and they considered the program valuable (86 percent) enough to be continued.

c. Perceptions of Art Segment

Eighty percent of the children stated that they liked the summer Art classes and liked them more than their regular Art classes (57 percent). Over four-fifths of the students signified that they liked their summer school teacher "a great deal" (83 percent) and half said they would like to take Art in summer school again next year (47 percent).

Slightly more than three-fifths of the students (63 percent) felt that they had received "a great deal of help" from their summer school Art teacher while only 9 percent felt that they had received "little" or "none." Well over four-fifths of the children (88 percent) felt that their Art work had improved a "little" (29 percent) or a "great deal" (59 percent).

4. Teacher Background and Perception

a. Teacher Background and Qualifications

Fifty-three percent of the 30 teachers responding to the questionnaire were teaching music, 40 percent were teaching art, and 7 percent were teaching both.

The greatest number of the respondents (67 percent) held only Common Branches Licenses. Ten percent of the 30 respondents said they held the Fine Arts License (this was 25 percent of those who were teaching art in the summer program), and 23 percent indicated they held the Music License (44 percent of those teaching music).

All the Enrichment teachers indicated they had previously taught children with backgrounds similar to those in the SDES program. Forty-seven percent said they had five or more years of such experience; the rest had had from one to four years.

b. Pupil Placement and Achievement

Seventy percent of the teachers said that a pupil's interest was one of the criteria used in placing pupils in the Enrichment classes. Forty-three percent mentioned age as a criterion, while 40 percent mentioned potential aptitude and only 20 percent said demonstrated ability. Seventeen percent said no apparent criteria were used. Sixty-three percent indicated various combinations of the above criteria, accounting for the fact that the above figures total more than 100 percent.

In terms of achievement, 87 percent of the respondents indicated that the pupils' levels of creativity and imagination were "somewhat" or "much" improved as a result of their participation in the summer program, and the same number felt that the educational aspirations of the children attending the enrichment classes would be higher than those of children who did not attend.

The project proposal listed several areas as possible objectives of the Summer Enrichment program. Fifty-seven percent (15 of the 16 teaching only music) felt that 75 percent or more of the children had made "noticeable progress" in music. Forty percent of all the teachers responding (ten of the 12 teaching only art) felt that more than 75 percent of the children had made similar progress in art.

Other objectives listed included the development of "positive attitudes towards school and education," where 87 percent of the respondents felt that three-quarters or more of their children made "noticeable progress," and a rise in educational aspirations, where half the teachers (50 percent) felt that 75 percent or more had shown improvement. Forty-six and 40 percent of the respondents, respectively, felt that their pupils had shown "noticeable progress" in "personality growth" and "emotional development."

Eighty-seven percent of the Enrichment teachers said they planned to send progress reports to the pupils' home schools. Virtually all of these indicated the reports would consist of certificates dealing with the children's aptitude in art or music, progress made, effort put forth, and cooperation.

c. Program Organization and Objectives

The teachers were asked to rank several objectives of the summer program in order of their importance to them. These rankings, together with the teachers' assessment of whether they had been achieved, are summarized in Table VII-4.

As can be seen in the table, 50 percent of the teachers ranked the development of "creativity and self-expression" as the most important goal, and 87 percent of the respondents felt that the summer program had succeeded in achieving this goal. Nearly all felt they had "encouraged interest and aptitudes and developed appreciation and skill." The encouraging of individual differences was clearly seen as the least important of the four objectives, but 77 percent of the teachers felt it had been achieved.

Out of a list of ten potential areas of difficulty derived from previous evaluations only three were identified as "major" or "moderate" by 10 percent or more of the respondents. Thirty-seven percent of the Enrichment teachers identified insufficient supplies as a "major" or "moderate problem," 17 percent checked attendance, and 10 percent the problem of attrition of students. The difficulty with supplies would seem to be uniquely serious in components which rely heavily on the use of proper materials and equipment.

Eightypercent of the respondents felt that the children summer Art classes and liked them more than their regular Art classes (57 percent). Over four-fifths of the students signified that they liked their summer school teacher "a great deal" (83 percent) and half said they would like to take Art in summer school again next year (47 percent).

Slightly more than three-fifths of the students (63 percent) felt that they had received "a great deal of help" from their summer school Art teacher while only 9 percent felt that they had received "little" or "none." Well over four-fifths of the children (88 percent) felt that their Art work had improved a "little" (29 percent) or a "great deal" (59 percent).

4. Teacher Background and Perception

a. Teacher Background and Qualifications

Fifty-three percent of the 30 teachers responding to the questionnaire were teaching music, 40 percent were teaching art, and 7 percent were teaching both.

The greatest number of the respondents (67 percent) held only Common Branches Licenses. Ten percent of the 30 respondents said they held the Fine Arts License (this was 25 percent of those who were teaching art in the summer program), and 23 percent indicated they held the Music License (44 percent of those teaching music).

All the Enrichment teachers indicated they had previously taught children with backgrounds similar to those in the SDES program. Forty-seven percent said they had five or more years of such experience; the rest had had from one to four years.

b. Pupil Placement and Achievement

Seventy percent of the teachers said that a pupil's interest was one of the criteria used in placing pupils in the Enrichment classes. Forty-three percent mentioned age as a criterion, while 40 percent mentioned potential aptitude and only 20 percent said demonstrated ability. Seventeen percent said no apparent criteria were used. Sixty-three percent indicated various combinations of the above criteria, accounting for the fact that the above figures total more than 100 percent.

In terms of achievement, 87 percent of the respondents indicated that the pupils' levels of creativity and imagination were "somewhat" or "much" improved as a result of their participation in the summer program, and the same number felt that the educational aspirations of the children attending the enrichment classes would be higher than those of children who did not attend.

The project proposal listed several areas as possible objectives of the Summer Enrichment program. Fifty-seven percent (15 of the 16 teaching only music) felt that 75 percent or more of the children had made "noticeable progress" in music. Forty percent of all the teachers responding (ten of the 12 teaching only art) felt that more than 75 percent of the children had made similar progress in art.

Other objectives listed included the development of "positive attitudes towards school and education," where 87 percent of the respondents felt that three-quarters or more of their children made "noticeable progress," and a rise in educational aspirations, where half the teachers (50 percent) felt that 75 percent or more had shown improvement. Forty-six and 40 percent of the respondents, respectively, felt that their pupils had shown "noticeable progress" in "personality growth" and "emotional development."

Eighty-seven percent of the Enrichment teachers said they planned to send progress reports to the pupils' home schools. Virtually all of these indicated the reports would consist of certificates dealing with the children's aptitude in art or music, progress made, effort put forth, and cooperation.

c. Program Organization and Objectives

The teachers were asked to rank several objectives of the summer program in order of their importance to them. These rankings, together with the teachers' assessment of whether they had been achieved, are summarized in Table VII-4.

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Out of a list of ten potential areas of difficulty derived from previous evaluations only three were identified as "major" or "moderate" by 10 percent or more of the respondents. Thirty-seven percent of the Enrichment teachers identified insufficient supplies as a "major" or "moderate problem," 17 percent checked attendance, and 10 percent the problem of attrition of students. The difficulty with supplies would seem to be uniquely serious in components which rely heavily on the use of proper materials and equipment.

Eighty percent of the respondents felt that the children

TABLE VII-4

TEACHERS' RANKINGS OF GOALS OF ENRICHMENT COMPONENT BY PERCENT

Goals	Rankings				Percent Saying Objective Was Achieved
	1	2	3	4	
Develop creativity and self expression	50	28	16	8	87
Encourage interest and aptitude	31	40	20	8	97
Develop appreciation and skills	19	32	32	19	100
Encourage individual differences	0	0	32	65	77
N=	26	25	25	26	

spent an "appropriate amount of time" in music and art classes. Thirteen percent felt they spent too little time in these classes.

Trips were an important part of the enrichment component, and 63 percent of the respondents felt that their classes reacted "enthusiastically" or "positively" to them. Places visited included Kennedy Airport and the Police Academy, as well as museums and concerts.

Seventy-seven percent of the Enrichment teachers indicated that the children's parents were informed about and involved with the program. In the music classes, this participation took the forms of helping children with their music homework, visiting classes, attending end of season concerts, and participating in workshops. Parents of children in the art classes attending art shows, visited classrooms, and went to conferences dealing with their children's work.

Twenty percent of the respondents felt that parent interest in the program was "high," and 43 percent that it was "average." Twenty-three percent felt they had "no basis for judgment."

d. Positive and Negative Aspects of the Program

The positive and negative aspects listed by the art and music teachers were sufficiently different to justify discussing them separately.

Seven of the 12 art teachers listed the development of creativity as the major contribution of the summer enrichment program, while the development of a positive attitude toward school was listed by four respondents. Three teachers mentioned the small groups and consequent opportunities for individual help, while the development of self-expression on the part of the children, the flexibility of the program, and the availability of better supplies and materials were each listed by two teachers. One teacher said there were no positive contributions.

The presentation of music as a hobby rather than a subject was listed by seven of the 15 music teachers as a positive contribution of the summer program. Four teachers noted as important the child's pride as a result of performing in front of an audience, while two felt that the program helped build self-confidence.

The two respondents who were teaching both music and art noted that the program helped create and stimulate individual and group participation, as well as spontaneity, and led to an awareness of the rights of others.

Negative aspects of the art program mentioned by the teachers included lack of supplies (3), the lack of provisions for follow-up information on the children (2), and overly large classes, lack of adequate transportation for school trips, and poor administration, each mentioned by one art teacher. Three of the art teachers said the program had no negative aspects.

Two of the music teachers mentioned inadequate supplies as a weakness of the program, while the need for larger classes in music and for dividing the children on the basis of ability levels were each noted by one respondent. Six of the music teachers said the program had no negative aspects.

5. Principal Questionnaire

a. Art Component

Seven principals who responded to the supplement on the Enrichment Component selected "the opportunity art afforded the children to explore and work with various media never before encountered" as the major strength of the program while the utilization of "excellent teachers" was noted by six respondents. However, two of the principals felt that if the effectiveness of the instructional program was to be improved, only "licensed art teachers" should be employed to teach art. Four respondents listed "the pupil-teacher rapport" as another major strength of summer school.

While six of the respondents were satisfied that in general "supplies were sufficient" and "on time" for summer school, the same number scored "supplies" as the major weakness of the program noting that some supplies were either "late in arriving" or "never received."

There was very little accord as to how the program could be improved. However, three principals did list "more funds" as being absolutely essential to improving its effectiveness to expand the program, to include all children who have art ability, "not just good readers," and to provide necessary capital for field trips, visiting guest artists, as well as to supply carfare for those children who live far from the summer school and who are unable to attend daily sessions due to the cost of transportation.

The feeling was also expressed that more "samples of projects which have proven interesting to children" should be presented to art teachers at in-service gatherings, together with demonstration lessons by experienced art teachers. This coupled with intervisitation of schools by art teachers could provide "ideas" to fully implement a creative and interesting art program. There was also a pervading sentiment that more time should be allocated for planning and preparing the necessary arrangements to make the summer school program a truly meaningful and lasting experience in the lives of the children who attend.

b. Music Component

All seven principals listed "excellent teachers" as the outstanding strength of the summer music program and three rated "children enjoyed the program" as a major strength.

Three were satisfied with the handling and distribution of music supplies while four regarded this as the major weakness.

The length of the class session disturbed three of the principals but they were not agreed as to whether they were too short (2) or too long (1).

A protracted list of suggestions was offered for improving the "effectiveness of the music program" but there was practically no area of general consensus. Changes in the length of class sessions, more time for ordering materials, and more follow-up of summer school children by the regular school were suggested by two of the principals. One principal was of the opinion that only "qualified specialists in music" and "capable educational assistants" should be employed for instructional purposes, while "more publicity" and "better recruitment practices" were suggested by another respondent.

D. ENRICHMENT SUMMARY

Most of the summer enrichment teachers did not hold Music or Fine Arts licenses. Despite this, the observers' ratings of both the music and art classes were positive in most areas, including level of creativity, interest displayed by the children, appropriateness of materials, and depth of planning. Principals also noted the excellence of the teachers as a major strength of the program. Most of the children had had music, art, or both, in regular year classes, and about half felt that the summer classes were better than their school year classes in these subjects. A majority of the children felt they had received a great deal of help from their summer school teachers. Parent involvement with the enrichment program was high, and took such active forms as participation in music workshops and attendance at art shows.

CHAPTER VIII

SUMMARY, ACHIEVEMENT OF OBJECTIVES AND RECOMMENDATIONS

A. OBJECTIVES OF PROGRAM

The purpose of the Summer Day Elementary School Program was to provide continuity of instruction and additional aid for poverty area children in the areas of reading and mathematics (Basic Unit), English as a Second Language, and music and art (Enrichment Component), as well as special help for retarded pupils (CRMD Component) and those who are academically talented (Gifted Component). The 105 different components were distributed among 153 state-funded schools and seven city funded schools in all five boroughs.

B. EVALUATION PROCEDURES

The evaluation procedure made use of several different instruments for each component. Appropriate teacher questionnaires were sent to all or most teachers in each component, while most SDES principals received the principals' questionnaire.

Eighty-five lesson observations, 125 pupil and 125 Educational Assistant interviews were conducted as part of the evaluation of the basic Component, while MAT tests in reading were administered to 206 third and fifth grade pupils. The evaluation procedure for the CRMD Component, in addition to the teacher questionnaire, made use of 15 lesson observations and Pupil Adaptability Forms filled out by teachers for 89 children. Nine lesson observations were conducted as part of the ESL evaluation. Twenty-one lesson observations were conducted in the Gifted Component evaluation, while 183 pupils in the Gifted classes were interviewed. The evaluation procedure for the Enrichment Component utilized 30 lesson observations and 116 pupil interviews. In addition to these data, more information on each component was obtained from the principals' questionnaire.

Instruments utilized in the evaluation focused on the questions of pupil recruitment and placement, pupil achievement, continuity of information provided about the children and continuity of the summer program with the regular school year, availability and quality of materials and facilities, attitudes of staff and children, and the respondents' assessments of the program's strengths and weaknesses and suggestions for improvement.

C. FINDINGS

1. Basic Component

All the teachers in the Basic Component held Common Branches or Early Childhood licenses, and more than half had five or more years of teaching experience. The observers were generally favorably impressed with the classes they visited and the data indicated another positive aspect of the program was the smooth way the educational assistants fit into the program and the good relationships between them and the teachers. Difficulties with attendance and in obtaining sufficient supplies appeared to be major difficulties, as they had been in previous years, while pre-program publicity and pupil recruitment procedures also presented problems. The major disappointment was the failure of the MAT tests to indicate any positive gain in reading achievement by the majority of the pupils, although those who were farther behind did show improvement. In contrast, both pupil and teacher perceptions of the program and gains made were positive. In reconciling these data one must consider that perceptions and attitudes as criteria are different in kind than objective tests and a "feeling" of progress and movement may well precede a gain substantial enough to be reflected on a test. An alternative reconciliation is that teachers and pupils are subject to a "Hawthorne Effect" in which the general feeling of doing something produces a feeling of gain which is not objectively demonstrable.

2. CRMD

The summer CRMD teachers were well qualified and experienced in Special Education, and the observers felt that their level of performance in the classroom was quite high. The failure to insure continuity of information from the home schools of the children to their summer school teachers was perhaps the program's major weakness, and was noted by observers and teachers. The teachers were also dissatisfied with the quantity and appropriateness of the materials available to them, although they did indicate satisfaction with program orientation and organization. All the teachers responding to the teacher questionnaire indicated that parents were at least informed about the program, and a majority said they were involved in it as well. They indicated that the level of parent interest was average or higher. Results of the pupil rating form indicated that most of the children showed no overall improvement in social skills as a result of the summer program.

3. English as a Second Language

Most of the ESL teachers had previous experience in ESL teaching and some amount of formal preparation in the field. The observer generally rated their classroom performance as good. Procedures for selecting the pupils who were to participate in the ESL program were somewhat haphazard, and there was virtually no information transmitted from the home schools on the children's backgrounds and needs in English. A majority of the children, on the other hand, appeared to be new to the ESL program. Judging by the teacher's ratings, the summer program appeared to have a beneficial effect on the children's vocabulary, comprehension, and language patterns, and was somewhat less effective in improving pronunciation, overall fluency and particularly intonation.

4. Gifted

Observers rated the overall quality of the lessons very good in over half (57 percent) of the observations. They were less enthusiastic in their rating of stimulation of divergent thinking, since only five of 13 factors were observed in more than 50 percent of the lessons. The major strength cited by observers was teacher quality, while the major weakness was in the related area of restrictive classroom atmosphere.

Teacher preparation and training was strongly evidenced by the responses on the teacher questionnaire. It would seem that community resources could be utilized more often, particularly in the area of cultural or academic specialists. A strong majority (72-86 percent) of the teachers felt that their pupils had made progress toward most of the program objectives. Classroom atmosphere was the major strength cited by teachers, while inadequacy of materials was the major weakness.

Principals rated performance of professional staff very high, while citing pupil recruitment as generally in need of improvement.

A majority (63 percent) of the pupils reported they liked summer school and would like to return next year. They said their teachers helped them a great deal and they would do much better during the next school year than they did last year. Most of the pupils broadened their circle of friends via the SDES program.

The strengths and weaknesses of the program differ very little from previous SDES evaluations. This would suggest that the strengths have been maintained, but that a more concerted effort must be made to correct the weaknesses.

5. Enrichment

Most of the summer enrichment teachers did not hold Music or Fine Arts licenses. Despite this, the observers' ratings of both the music and art classes were positive in most areas, including level of creativity, interest displayed by the children, appropriateness of materials, and depth of planning. Principals also noted the excellence of the teachers as a major strength of the program. Most of the children had had music, art, or both, in regular year classes, and about half felt that the summer classes were better than their school year classes in these subjects. A majority of the children felt they had received a great deal of help from their summer school teachers. Parent involvement with the enrichment program was high, and took such active forms as participation in music workshops and attendance at art shows.

D. ACHIEVEMENT OF OBJECTIVES STATED IN PROPOSAL

The 1969 Summer Day Elementary School Project stated goals to improve academic performance of children retarded in reading and arithmetic in the Basic Component, the provision of enrichment and challenge in the Gifted and Enrichment Components, continuity in the CRMD Component, and instruction in English as a Second Language in the non-English program.[1]

One of the goals related simply to the fact that instruction would be provided (in English as a Second Language) and it was, as indicated in Chapter V. A second stated the nature of instruction to be provided in the Enriched and Gifted Components, describing it as providing "enrichment and challenge," and the data in Chapters VI and VII indicate that the instruction provided in these components was certainly "enriched" in terms of the standard elementary school program, and that it had substantial components of "challenge" as well.

The objective related to the CRMD program, to ". . . provide continuity. . ." was realized in the sense that the children attending the summer program did have an additional six weeks of instruction bridging the gap from one academic year to the next. It was not fully realized in the sense that instruction provided during the summer could not be a continuation of that provided during the preceding year since large proportions of summer teachers reported having little or no information about the pupils in their classes. This aspect of continuity must be achieved if the summer CRMD component is truly to be one which will ". . . sustain and carry forward the skills program, etc. for mentally retarded children."[2]

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[1] Proposal for Summer Day Elementary School, New York City Board of Education, 1969, p.l.

The objective of the Basic Component to improve achievement was evaluated in the area of Reading. While the goal was achieved for some children, as many or more lost ground, so that overall at the end of the program in mid-August there was no change in the reading achievement level of the pupils tested from the levels achieved at the city-wide testing in April.[3] The analysis of the data on change in reading level does suggest that the most severely retarded children who entered the summer program two or more years below grade expectation were more likely to profit from the summer, than those who entered close to, or at expectation, who were more likely to decline.

This suggests that the remedial program of the Summer Day Elementary School is not attuned to the needs of the child who is already doing reasonably well when he enters. This aspect requires further study, but even in this interval the staff developing this program for 1970 should consider the possibility of separate programs of instruction for children who enter the summer program at different levels of retardation. They should also consider ways to improve pupil selection so that children who in April were listed as reading at or above grade level are enrolled in other than remedial classes in reading.

The fact that in some instances the observers rated some components of the quality of instruction higher in arithmetic than in reading classes made the evaluation staff regret the decision made early in the project to evaluate gains in achievement only in reading. While this decision was a sensible one in terms of staff availability, budget, time, and sampling problems, it does leave us at this point unable to deal with the issue of whether in arithmetic classes, the more highly rated instruction had any more positive impact on children's achievement. This should be tested in 1970.

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[2] Ibid, p. 2.

[3] The April data were used as a pre-measure since discriminable difference in reading achievement from the first to the sixth week of the summer program is unlikely in the lower grades.

E. RECOMMENDATIONS

Within each of the chapters devoted to the separate components of the Summer Day Elementary School program we have suggested specific changes which follow from the data, such as the provision within the Basic Component of separate levels of instruction for children at or near grade level and those well below level. Similarly, we have noted the need for improved continuity between summer and regular programs in the CRMD Component, or the need for more consistent selection of teachers with background and experience in the methodology of teaching English as a Second Language within that component.

But the evaluation team believes that these and other specifics are insignificant in comparison to the basic recommendation which follows from much of the data: that significant improvement in the success level of the summer program requires the year round attention of some person or persons working with an early commitment of funds. Were this to be done, it would then be possible to talk about such procedures as:

1. Establishing clearly defined goals reflecting the needs of the children to be recruited.

2. Identifying the number and type of components appropriate to the needs of the children.

3. Publicizing the SDES program among disadvantaged children, parents and community groups.

4. Improving recruitment procedures with particular emphasis on recruiting those children most in need.

5. Selecting children participating on the basis of criteria relevant to each specific component.

6. Developing strategies to effectively enlist the cooperation and support of parents, community agencies and competing programs.

7. Establishing procedures to provide for continuity of information on participating children, including:

   a) Provision of appropriate background information on pupils needed to provide effective individualized and small group instruction in SDES.

   b) Provision on pupil progress to be sent to the home schools.

8. Insuring the early arrival of materials and supplies selected through joint consultation between teachers and administrators.

But all of these are contingent on the designation of administrative responsibility and the early commitment of funds and staff, and this is the basic recommendation.

F. A FINAL COMMENT

The ultimate test of the impact of the summer program in achievement and other areas can only be tested with a thoroughly designed follow-up of children throughout the ensuing school year to see if the summer's experience had any carry-over and altered achievement patterns of previous years. We urge that provision for this be made in future evaluation budgets for summer programs so that it can be designed as part of the summer evaluation and considered when samples are chosen and testing plans evolved.

APPENDIX B

INSTRUMENTS

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ENGLISH AS A SECOND LANGUAGE COMPONENT

Teacher Questionnaire B39
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SUMMER DAY ELEMENTARY SCHOOL 1969

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Record of Pupil Register, Attendance and Positions B74

THE CITY COLLEGE
Office of Research and Evaluation Services

Summer Day Elementary School Program--1969
Reading and Arithmetic Component

Educational Assistants Questionnaire

1. Did you have an orientation session?
    1. Yes
    2. No
    3. Yes, but did not attend
    If yes, what occurred?

2. Please rate the orientation received in terms of preparing you for your job.
    1. Comprehensive
    2. Very adequate
    3. Adequate
    4. Somewhat adequate
    5. Inadequate

3. Who was the major source of help to you in learning your job?
    1. Teacher I worked with
    2. Principal
    3. Other (please specify)______________________________

4. How prepared do you feel you were to assist in the classroom?
    1. More than adequate preparation
    2. Adequate preparation
    3. Less than adequate
    4. Not prepared

5. Check as many of the following categories which describe your relationship with this school prior to the program:
    1. Resident of the community around school
    2. Parent of child who attends or attended this school
    3. Employee of the Board of Education during regular school year
    4. Other (please explain)______________________________

6. What was your major contribution as an educational assistant to the school?
    1. Assist teachers in whole class instruction
    2. Working with small groups of children
    3. Tutoring individual children
    4. Assisting with preparation of materials
    5. Assisting with administrative details/clerical work
    6. Other (please specify)______________________________

7. To what extent do you feel that your supervising teacher permitted you to utilize your abilities?
    1. Completely
    2. Most of the time
    3. Some of the time
    4. Very little

8. How well do you think your job was appreciated by the: (please check)

	Completely	Very Much	Some	Not Very Much	Not At All
1. School					
2. Principal					
3. Teachers					
4. Pupils					
5. Other staff					

9. How helpful do you think you were to the pupils?
    1. Very helpful
    2. Helpful
    3. Somewhat helpful
    4. Unhelpful
    5. Very unhelpful

10. Specifically, how do you feel you have helped the students in the classroom?

11. How much did you enjoy your job?
    1. Completely
    2. Very much
    3. Somewhat
    4. Not very much
    5. Not at all

12. Do you feel you have benefited from the program?
    1. Yes
    2. No

    If yes, in what ways?

13. Has this experience benefited or altered your career goals?
    1. Yes
    2. No

    If yes, in what ways?

14. What do you feel are the major strengths of this program?

15. What do you feel are the major weaknesses of the program?

16. What are your suggestions to improve the Summer Day Elementary School Program?

THE CITY COLLEGE
Office of Research and Evaluation Services

Summer Day Elementary School--1969
Reading and Arithmetic Component

Librarian Questionnaire

1. Circle all of the following licenses you hold.
   1) early childhood
   2) common branches
   3) teacher of library
   4) other (please specify)________________________________

2. Did you receive your graduate degree in library science?
   Yes_____ No_____
   If no, did you receive any specialized preparation in the area of library science?
   Yes_____ No_____

3. How many years of experience have you had in the area of library science?________________________________

4. Do you feel you received sufficient orientation prior to the start of the summer school program?
   Yes_____ No_____
   If yes, what occurred?
   If no, in what areas do you feel that orientation might be improved?

5. Please describe the goals of the library program at your school.

6. In your school, who has the major responsibility for teaching library skills?
   1) Librarian
   2) Librarian assistant
   3) Reading teacher
   4) Reading teacher assistant
   5) Other (please explain)________________________________
   6) No one

7. Rate the books, materials, and supplies you have been given for use in the library using the scale at the right:

Aspect	Very good	Good	Fair	Poor
1. Availability (starting with first week)				
2. Sufficient for effective learning				
3. Relevant to cultural background of pupils				
4. Appropriateness for ability level				

8. Were special books, materials, and/or supplies obtained for the summer library program?
Yes_____ No_____
If yes, 1) What were they?
2) Were they received on time? Yes_____ No_____
If no, 1) Did the lack of materials hinder the effectiveness of the library program? Yes_____ No_____
If yes, in what ways?
2) What special materials do you feel are needed in order to have your program function at maximum effectiveness?

9. Were the facilities of the school library available to you without complication?
Yes_____ No_____
If no, please explain:

10. Please rate the space allocated for housing of library facilities and students.
1) Totally adequate
2) Generally adequate
3) Barely adequate
4) Generally inadequate
5) Totally inadequate

11. Do you have any assistants?
Yes_____ No_____
If yes, please rate the effectiveness of the assistance they have given you.
1) provided continuous effective assistance
2) provided sporadic but effective assistance
3) provided continuous but ineffective assistance
4) provided sporadic and ineffective assistance
If no, do you feel that assistants would have been helpful?
Yes_____ No_____

12. On what basis did children usually come to the library?
    1) Individually during official periods
    2) Individually from reading class
    3) As a group with reading teacher
    4) As a group without reading teacher
    5) Individually after school
    6) Other (please specify)______________________

13. Please rate the following aspects of the library program:

	All 95-100%	Most 75%	Half 50%	Some 25%	Few 5%
A) Number of students seemingly enthusiastic about the library program					
B) Estimated number of classes taking full advantage of library facilities					
C) Number of teachers enthusiastic about having their classes make use of the library					

14. How effectively were the teachers in your school working in accord with the library program?
    1) Very effectively
    2) Effectively
    3) Moderately effectively
    4) Slightly ineffectively
    5) Ineffectively

15. What efforts were made to increase teacher's effective use of the library?
    1) Memoranda
    2) Staff conferences
    3) Private badgering
    4) No effort
    5) Other (please specify)______________________

16. How do you feel about the value of the SDES library program?
    1) Enthusiastic
    2) Strongly positive but not enthusiastic
    3) Slightly positive
    4) Slightly negative
    5) Strongly negative

17. What improvements would you suggest for class use of the library?

18. Was there any use of the resources of the community of which this school is a part?
Yes_____ No_____
If yes, please give a brief description.

19. What are your suggestions regarding the structure of the SDES library program for the future and how it can be improved?

THE CITY COLLEGE
Office of Research and Evaluation Services

Summer Day Elementary School--1969
Reading and Arithmetic Component

Individual Lesson Observation Report

School_______ Borough________________ Class______ Grade_____ Date_____

Teacher's Name_____________ Sex________ Approximate Age (Circle) 20-29; 30-39; 40-49; 50+

Observer's Name__________________ Length of Observation_____________

Number of Children in Class______________________________

If this is a joint observation, check here,________, and record the name of the other observer:________________________. Joint observation should be reported by each observer _without_ consultation.

1. Content of lesson observed:
    1. Reading
    2. Spelling
    3. Arithmetic
    4. Science
    5. Social Studies
    6. Music or Art
    7. Other_________________

2. Did you see the entire lesson?
    1. Yes
    2. No, I missed the beginning
    3. No, I missed the end

3. Do you feel that your presence as observer had an effect on the normal functioning of the class?
    1. No
    2. Yes
       If yes, how and to what extent

4. How typical do you think this lesson was of normal functioning in this classroom?
    1. Completely typical
    2. Reasonable approximation
    3. Less than reasonable approximation. Why?__________________

5. Who taught this lesson?
    1. Regular classroom teacher
    2. Substitute teacher
    3. "Cluster" teacher
    4. Special staff. Indicate who:______________________________
    5. More than one member of the staff. Indicate who:___________

6. What amount of planning and organization was evident in this lesson?
    1. Lesson was exceptionally well organized and planned
    2. Lesson was organized and showed evidence of planning
    3. Lesson showed some signs of previous teacher preparation
    4. Lesson showed few or no signs of organization or planning

7. The classroom climate was:
    1. Relaxed and open
    2. Somewhat restrained
    3. Inhibited

8. How would you characterize the teacher's level of creativity and imagination evidenced in this lesson?
    1. Extremely creative
    2. Moderately creative
    3. Average
    4. Somewhat stereotyped
    5. Very uncreative and stereotyped

9. If you rated the lesson as "moderately" or "extremely creative" please explain the basis for the rating:______________________

10. To what extent, and how effectively, were teaching aids utilized?
    1. Wide variety used creatively and effectively
    2. Wide variety used but not particularly effectively
    3. Some used creatively and effectively
    4. Some used but not particularly effectively
    5. Little or no use of teacher aids

11. To what extent did this lesson lay a foundation for future lessons?
    1. Considerable possibility for continuity
    2. Some opportunity for continuity
    3. Little or no possibility for continuity
    4. Question not applicable. Explain:

12. To what extent did this lesson lay a foundation for independent work and thinking?
    1. Considerable possibility for independent work
    2. Some possibility for independent work
    3. Little or no possibility for independent work
    4. Question not applicable. Explain:

13. To what extent did the lesson provide for interaction with teacher and/or pupils?
    1. Very frequent elicitation of questions
    2. Often elicitation of questions
    3. Only occasionally elicited questions
    4. Rarely elicited questions
    5. No reason for lesson to elicit spontaneous question

14. What use of the child's background and experience was evident in this lesson?
    1. Consistent opportunities for child to relate lesson to his own experience and/or bring experiences to lesson
    2. Some opportunity for child to relate lesson to his experience and use experience in lesson
    3. Lesson was remote from child's experience
    4. Question not applicable. Explain:

15. To what extent were members of the class actively engaged in some meaningful learning experience lesson?
    1. Every or almost every child
    2. More than half the class
    3. About half the class
    4. Less than half the class
    5. Few children

16. How would you rate the lesson you have just seen considering the quality of instruction?
    1. Outstanding
    2. Better than average
    3. Average
    4. Below average
    5. Extremely poor

17. How would you rate the lesson you have just seen judging from the children's interest and enthusiasm?
    1. Outstanding
    2. Better than average
    3. Average
    4. Below average
    5. Extremely poor

18. How much individualized instruction was observed?

    ____1. considerable
    ____2. some
    ____3. none

19. Were there adequate materials and supplies available for the lesson observed?
    1. Yes
    2. No

    If no, please explain:____

COMMENTS

20. What were the major effective features in the classroom? In answering this question, please consider methods of instruction, structure and organization of the class and lesson.

21. What were the major weaknesses of the classroom you visited?

22. Additional comments:

THE CITY COLLEGE
Office of Research and Evaluation Services

Summer Day Elementary School--1969
Reading and Arithmetic Component

Teacher Questionnaire--Form A

School____________________District____________Borough____________

Teacher's Name__________________________________Date____________

Subject(s) Teaching________________________Grade Teaching__________

1. Please indicate which of the following licenses you hold.
   1( ) early childhood
   2( ) common branches
   3( ) Junior High School (subject)________________________
   4( ) High School (subject)______________________________
   5( ) Other (specify)___________________________________

2. How many years have you been teaching?__________________

3. How many years have you been teaching in disadvantaged areas?____

4. Did you receive specialized preparation in the areas of reading and/or math?
   1( ) Yes
   2( ) No
   If yes, please indicate the source and effectiveness of the preparation received in terms of preparing you to meet the needs of the children with whom you were working using the following scale:
   1. very effective
   2. moderately effective
   3. ineffective
   4. not applicable

	Source			
Preparation	College Training	Inservice Courses	Workshops	Individual Study
Methods of teaching reading	( )	( )	( )	( )
Diagnosis of reading problems	( )	( )	( )	( )
Methods of teaching arithmetic	( )	( )	( )	( )
Diagnosis of arithmetic problems	( )	( )	( )	( )

5. Do you feel that you received sufficient orientation prior to the start of the summer school program?
1( ) Yes
2( ) No
If yes, what occurred?
If no, in what areas do you feel that the orientation might be improved?

6. In general, do you feel that the program was adequately organized prior to its start?
1( ) Yes
2( ) No
If no, please explain

7. Please rate the following aspects of the materials and supplies you have been given for use in your classes using the scale provided

	Scale			
Aspect	Very good	good	fair	poor
	1	2	3	4
Availability (starting with the first week)	( )	( )	( )	( )
Sufficient for effective learning	( )	( )	( )	( )
Relevance to cultural background of pupils	( )	( )	( )	( )
Appropriateness for ability level	( )	( )	( )	( )

8. What materials, if any, do you need that you don't presently have to enable your class to function at maximum effectiveness?
1( ) None needed
2( ) I need the following:

9. Please list any instructional or administrative innovations that you think ought to be built into the summer program to strengthen it.

10. The proposal under which the SDES is funded lists improvement in the following areas as objectives of the summer program. Using the following code, indicate the approximate percent of children who made noticeable progress in these areas.
    1. Few or no children (0-5%)
    2. Some children (25%)
    3. Half of the children (50%)
    4. Most children (75%)
    5. All children (95-100%)
    6. Not relevant

    a. Academic performance in general . . . . ( )

    b. Reading ability . . . . ( )

    c. Arithmetic ability . . . . ( )

    d. Positive attitudes towards school and education . . ( )

    e. Understanding and use of library . . . . ( )

    f. Rise in children's expectation of success in the next school year . . . . ( )

11. How do you feel about the value of the Summer Day Elementary School Program?
    1( ) Enthusiastic
    2( ) Strongly positive but not enthusiastic
    3( ) Slightly positive
    4( ) Slightly negative
    5( ) Strongly negative

12. What do you feel are the strongest aspects of the Summer Day Elementary School Program?

13. What do you feel are the weakest aspects of the Summer Day Elementary School Program?

14. What are your suggestions regarding the structure of the Summer Day Elementary School Program for the future, and how can it be improved?

15. Will progress reports on the children be sent to the home school?
    1( ) Yes
    2( ) No
    If yes, which of the following information will be included in the progress reports?
    1( ) Standardized Test Results
    2( ) Recommendations for placement
    3( ) Information regarding specific strengths and weaknesses
    4( ) Other (please specify)______________________________

THE CITY COLLEGE
Office of Research and Evaluation Services

Summer Day Elementary School--1969

Principal's Questionnaire

School________________________Borough and District_________________

Principal's Name___________________________Date____________________

1. Please indicate all components of the SDES program which you have in your school:
   1( ) Reading
   2( ) Mathematics
   3( ) Gifted
   4( ) Music
   5( ) Art
   6( ) CRMD
   7( ) Non-English

2. How many years have you been a principal in the SDES program (including this year)?____

3. If you were in the program last year, have you seen evidence of any constructive changes in the program since then?
   1( ) Not in program last year
   2( ) No, but I saw no reason for change
   3( ) No, although I would have liked to see changes in:
   4( ) Yes, in:

ORIENTATION AND ORGANIZATION

4. Do you feel you received sufficient orientation prior to the start of the summer school program?
   1( ) Yes
   2( ) No
   If no, please explain:

5. Did you have sufficient time to orient your summer staff?
   1( ) Yes
   2( ) No

6. Have you read the evaluation of the 1968 SDES program?
   1( ) Yes
   2( ) No

7. Did you receive any communications from any sources regarding recommendations or comments made in previous evaluations?
   1( ) Yes; source____
   2( ) No
   If yes, what was stressed?

8. In general, do you feel that the summer program was adequately organized prior to its start?
   1( ) Yes
   2( ) No
   If no, what was wrong and how do you feel it might be improved?

MATERIALS AND FACILITIES

9. Please indicate below your rating of the availability and adequacy of the regular school year materials and facilities for the summer school program at your school according to the following code:

Availability	Adequacy
1. Fully available	6. Completely adequate
2. Partially available	7. Partially adequate
3. Not available	8. Inadequate

	Availability	Adequacy
Materials	( )	( )
Facilities	( )	( )

10. Were you given the opportunity to order materials in advance of summer school?
    1( ) Yes
    2( ) No

11. How much say did you have in what materials were ordered?
    1( ) Total
    2( ) A great deal
    3( ) Some
    4( ) Very little
    5( ) None

12. If not totally from you, from whom did the orders for materials originate?

13. Were the materials you ordered delivered on time?
    1( ) Yes
    2( ) No
    If no, how late were they?__________________________________

14. Were the materials you received the ones you ordered?
    1( ) Yes
    2( ) No
    If no, please discuss.

CONTINUITY OF PROGRAM

15. Please rate the availability and usefulness to you of information on pupils provided by home schools for each component in your summer school program using the following code:

Availability	Usefulness
1. Fully available	1. Has been fully useful
2. Partially available	2. Has been partially useful
3. Not available	3. Has not been useful
4. Information not desired	4. Information not desired
5. We have no program in this area	5. We have no program in this area

Unit	Availability	Usefulness	Comments
Math	( )	( )	
Reading	( )	( )	
Gifted	( )	( )	
Music	( )	( )	
Art	( )	( )	
CRMD	( )	( )	
Non-English	( )	( )	

16. Do you plan to transmit progress reports on the children to their home schools?
1( ) Yes
2( ) No

17. If yes, please indicate the information you expect to provide the home school for each component of the SDES program in your school using the following code:

1. Standardized test results	4. Other (specify)
2. Diagnostic information	5. No report being sent
3. Recommendations for placement	6. No program in this area

Unit	Contents of Progress Reports		
Math	( )	( )	( )
Reading	( )	( )	( )
Gifted	( )	( )	( )
Music	( )	( )	( )
Art	( )	( )	( )
CRMD	( )	( )	( )
Non-English	( )	( )	( )

18. Listed below are methods of forming classes and criteria on which they might be based. For each component in your SDES program, please indicate whether classes were grouped homogeneously or heterogeneously according to grade level (Column A) and ability level (Column B), by circling the number in the appropriate column.

	Column A Grouping on Basis of Grade Level		Column B Grouping on Basis of Ability Level	
Component	Homogeneous	Heterogeneous	Homogeneous	Heterogeneous
Math	1	2	1	2
Reading	1	2	1	2
Gifted	1	2	1	2
Music	1	2	1	2
Art	1	2	1	2
CRMD	1	2	1	2
Non-English	1	2	1	2

Now, in Column C, for each component please indicate all criteria on which ability grouping was based by circling the number in the appropriate column(s).

	Column C			
Component	Standardized Test Results	Teacher Grades	Teacher, Guidance or Supervisor Remarks	Other (What?)
Math	1	2	3	4
Reading	1	2	3	4
Gifted	1	2	3	4
Music	1	2	3	4
Art	1	2	3	4
CRMD	1	2	3	4
Non-English	1	2	3	4

RECRUITMENT, COMMUNICATION AND PUBLIC RELATIONS

19. How well do you think the SDES program was publicized among the following groups prior to the beginning of the program?

	Very Well 1	Well 2	Adequately 3	Poorly 4	Very Poorly 5
Administrators	( )	( )	( )	( )	( )
Teachers	( )	( )	( )	( )	( )
Disadvantaged pupils	( )	( )	( )	( )	( )
Parents	( )	( )	( )	( )	( )
Community groups	( )	( )	( )	( )	( )

20. If your judgment resulted in a rating of less than adequate, please indicate what the deficiency was and how you think the publicity program could be improved.

21. Will progress reports be sent to the parents?
1( ) Yes
2( ) No

22. Were parents encouraged to come to the school and volunteer their services in any capacity?
1( ) Yes
2( ) No

23. If yes, how many parents volunteered?__________________________

24. Was there any use of the resources of the community of which this school is a part?
1( ) Yes
2( ) No
If yes, please give a brief description.

25. Please rank the four functions below generally assigned to school aides during the 1968 SDES program, on a 1-4 scale, with 1 representing their major task and 4 their least important task.
( ) Assisting with class instruction
( ) Assisting with preparations of materials
( ) Assisting with patrol duty
( ) Assisting with clerical work

26. What other important functions did the school aides perform in your school this summer?

EVALUATION

27. For each component in your SDES program, please indicate your overall judgment of each of the four aspects listed below according to the following code:
    1. Very effective
    2. Effective
    3. Adequate
    4. Ineffective
    5. Very ineffective
    6. Not relevant--we did not have this component

Component	Pupil Recruitment	Performance of Professional Staff	Effectiveness of Curriculum	Overall Effectiveness of Program
Math	( )	( )	( )	( )
Reading	( )	( )	( )	( )
Gifted	( )	( )	( )	( )
Music	( )	( )	( )	( )
Art	( )	( )	( )	( )
CRMD	( )	( )	( )	( )
Non-English	( )	( )	( )	( )

NOTE: At this point we would like to get your evaluation of the strengths and weaknesses of individual components in your program and any changes you feel would be desirable. To limit your burden we are asking each principal to evaluate the basic component plus one additional component assigned on a random basis among schools that have the particular component. Please be assured that all components will be evaluated by an adequate sample of principals.

BASIC COMPONENT

1. What would you say are the major strengths of the Basic Component?

2. What are its major weaknesses?

3. In what ways do you think the basic component could be improved for next year's program? Please discuss fully. If extra space is needed, use the reverse side of this paper.

Component

1. What would you say are the major strengths of the component?

2. What are its major weaknesses?

3. Can you suggest ways in which the component might be made more effective?

Thank you for your cooperation, and our best wishes for the rest of the summer and next year. If you wish a copy of the summary of our report, please indicate the address to which you wish us to mail it below.

NAME____

ADDRESS____

____

____

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THE CITY COLLEGE
Office of Research and Evaluation Services

Summer Day Elementary School--1969
Reading and Arithmetic Component

Pupil Interview

I. Attitude Toward Summer School

Sample Questions: How did you feel about summer school when you first came here?

Now that you have been here for four weeks how do you feel about summer school?

Are you happy you came?

Comments:

Ratings: 1. Attitude toward summer school:

1	2	3	4	5
positive		neutral		negative

2. Interest in summer school:

1	2	3	4	5
interested and enthusiastic		neutral		no interest and apathetic

3. Change in child's attitude toward summer school

1	2	3	4	5
positive		neutral		negative

II. Reading Attitude and Achievement in general:

Sample Questions: How did you feel about reading in regular school?

How do you feel about reading now?

How well did you read compared to classmates in regular school last year?

How well do you read compared to your classmates in summer school?

How well do you now think you will read compared to your classmates in regular school?

How much did you improve in reading this summer?

Comments:

Ratings: 1. Child's attitude toward reading:

1	2	3	4	5
very positive		neutral		very negative

2. Change in child's attitude toward reading over summer

1	2	3	4	5
positive		neutral		negative

3. Child's sense of achievement in reading

1	2	3	4	5
very good		so-so		very bad

4. Child's sense of improvement in summer school

1	2	3	4	5
very much	quite a bit	just a little	almost nothing	none

III. Summer School Reading Attitude Compared to Regular Reading Attitude:

Sample Questions: Did you do anything different in reading in summer school?

Did you learn to read better in summer school than regular school?

Do you like reading better in summer school than regular school?

Did you learn a lot of reading in summer school?

Comments:

Ratings: 1. Reading in summer school is _____ than in regular school:

1	2	3	4	5
very much better		no different		much worse

2. Child's reading teacher in summer school is ____ than in regular school:

1	2	3	4	5
totally different		no different		totally same

3. Amount learned in reading this summer:

1	2	3	4	5
very much		same		nothing

IV. Arithmetic Attitude and Achievement in general:

Sample Questions: How did you like arithmetic in regular school?

How do you like arithmetic now?

How well are you doing in arithmetic?

How well did you do in arithmetic compared to your classmates in regular school last year?

How well did you do in arithmetic compared to your classmates in summer school?

Now how well do you think you will do in arithmetic compared to your classmates in regular school?

How much did you improve in arithmetic this summer?

Comments:

Ratings: 1. Child's attitude toward arithmetic:

1	2	3	4	5
very positive		neutral		very negative

2. Change in child's attitude toward arithmetic over the summer:

1	2	3	4	5
positive		neutral		negative

3. Child's sense of achievement in arithmetic:

1	2	3	4	5
very good		so-so		very bad

4. Child's sense of improvement over the summer session:

1	2	3	4	5
very good		so-so		very bad

V. Summer School Arithmetic Attitude Compared to Regular School Arithmetic Attitude:

Sample Questions: Did you do anything different in arithmetic?

Did you learn arithmetic better in summer school than in regular school?

Do you like arithmetic better in summer school than regular school?

Do you like your arithmetic teacher better in summer school than in regular school?

Did you learn a lot of arithmetic this summer?

Comments:

Ratings: 1. Arithmetic in summer school is _____ than in regular school:

1	2	3	4	5
very much better		no different		much worse

2. Child's arithmetic teacher is ____ than in regular school:

1	2	3	4	5
very much better		no different		much worse

3. Difference in methods in arithmetic in summer school from regular school:

1	2	3	4	5
totally different		no different		totally same

VI. Regular School vs. Summer School:

Sample Questions: How do you feel about your regular school?

Do you like it as much, better than, not as much as summer school?

Has summer school been different from regular school?

Comments:

Ratings: 1. Child likes regular school:

1	2	3	4	5
very much		neutral		hate

2. Summer school is _____ than regular school:

1	2	3	4	5
very much better		same as		much worse

VII. Self Appraisal:

Sample Questions: Overall how do you feel you did in summer school?

How well did you do in reading?

How well did you do in arithmetic?

Ratings: Improvement

	very well		so-so		very bad
1. general	1	2	3	4	5
2. reading	1	2	3	4	5
3. arithmetic	1	2	3	4	5

VIII. Achievement Expectancy:

Sample Questions: How well do you think you will do in school next year? (In general; In reading; In arithmetic?)

Do you think that you will do better than last year?

Do you feel that because you went to school this summer you will do better next year?

Comments:

Ratings: 1. Achievement expectancy:

	very high		average		very low
In general:	1	2	3	4	5
In reading:	1	2	3	4	5
In arithmetic:	1	2	3	4	5

2. Extent of help of summer program:

1	2	3	4	5
very much		some		no help

IX. Library program:

Sample Questions:

- Did you know how to use a library when you came to summer school?
- Did you learn to use the library at summer school?
- Did you read any books on your own in regular school?
- Did you take any books home to read from regular school?
- Did you use the summer school library a lot?
- Do you like to read books now?
- Do you take books home now?
- Do you read books for fun or because you have to?

Comments:

Ratings: 1. Library usage:

1	2	3	4	5
very much		average		never

2. Amount of pleasure reading:

1	2	3	4	5
very much		average		never

3. Change in child's interest toward library over summer:

1	2	3	4	5
positive		neutral		negative

THE CITY COLLEGE
Office of Research and Evaluation Services

Summer Day Elementary School--1969
CRMD Component

TEACHER QUESTIONNAIRE

School__________________________District and Borough________________

Teacher's Name______________________________Date__________________

1. How many years have you been teaching?________________________

2. For how long have you held the CRMD license?____________________

3. How long have you been teaching CRMD?__________________________

4. Including this year, how many years have you taught CRMD in the summer school program?______________________________________
   Did you teach in the program last year?
   1. ( ) Yes
   2. ( ) No

5. What type of preparation have you received in CRMD and special education and where have you received it?
   1. ( ) No special preparation
   2. ( ) In-service courses
   3. ( ) College course. Degree. College______________________
   4. ( ) Graduate course. Degree. College______________________

6. Which of the following certifications and licenses do you hold?
   1. ( ) Common Branches
   2. ( ) CRMD
   3. ( ) Secondary (which areas?)______________________________

7. Do you feel that you received sufficient orientation prior to the start of the summer program?
   1. ( ) Yes
   2. ( ) No
   If yes, what occurred?
   If no, please explain why.
   Have you any suggestions for improvement?

8. Did you receive adequate and appropriate materials for the summer CRMD program?
   1. ( ) Yes
   2. ( ) No

9. If your answer to #8 was no, please explain what was lacking.

10. What was the involvement of the children's parents in the CRMD program?
    1. ( ) Parents were not informed about the program
    2. ( ) Parents were informed but not involved with the program
    3. ( ) Parents were informed about the program and involved in it

11. If the answer to #10 was (3), in what ways were the parents involved?

12. How would you describe the level of parent interest in the program?
    1. ( ) Very high
    2. ( ) High
    3. ( ) Average
    4. ( ) Apathetic or no interest
    5. ( ) No basis for judgment

13. How were the children recruited for participation in the CRMD program this summer?

14. Who was responsible for recruiting the children?

15. On what basis were the children chosen for participation in the CRMD program? What criteria were used?

16. Were any difficulties encountered in recruiting the children? What were they?

17. Having worked with these children during the summer, do you feel that the children selected were those CRMD youngsters most in need of the extra work provided by the summer program?
    1. ( ) Yes
    2. ( ) No

18. If your answer to #17 was no, please explain.

19. How many classes do you see a day?____________________

20. How many children are in your class(es) now?____________________

21. How many children have dropped out of the program since the summer began?____________________

22. What are some of the problems you have encountered in regard to attendance and attrition?

23. Have you employed any methods and materials in the summer program which you do not use during the regular school year?
    1. ( ) Yes. (What?)______________________________
    2. ( ) No

24. Is the summer school you are teaching in your home school during the year?
    1. ( ) Yes
    2. ( ) No

25. How many children in your summer class go to this school during the regular school year?______________________________

26. Have you received any information from the children's home schools in regard to their work in CRMD during the regular school year?
    1. ( ) Yes. What information?
    2. ( ) No. Why not?

27. Do you plan to communicate any information to the children's home schools in regard to their work in CRMD during summer school?
    1. ( ) Yes. What information?
    2. ( ) No. Why not?

28. Overall, how do you feel about the value of the summer session program in CRMD, in terms of the benefits it provides to the children?
    1. ( ) Very enthusiastic
    2. ( ) Enthusiastic
    3. ( ) No particular feeling
    4. ( ) Negative
    5. ( ) Very negative

29. What are the strengths of the CRMD summer program?

30. What are its weaknesses?

31. What recommendations would you make for the next year's summer CRMD program?

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THE CITY COLLEGE
Office of Research and Evaluation Services

Summer Day Elementary School--1969
CRMD Component

Pupil Adaptability Questionnaire
Pre and Post Form

DIRECTIONS: This questionnaire consists of eleven multiple choice questions concerning the adaptability of the pupils in your class. Read each question and decide which of the choices following each question best describes the pupil's behavior. Then check the one appropriate to your choice. The data will be used for research purposes only and will be kept strictly confidential. Thank you.

________________________ Name of Pupil

________________________ Class and School

________________________ Teacher

________________________ Date

1. Generally speaking, how well does the pupil get along with his peers?
   a._____very well
   b._____well
   c._____fairly well
   d._____poorly
   e._____very poorly
   f._____insufficient information

2. Generally speaking, does the pupil seek out the friendship of other pupils in the class?
   a._____very often
   b._____often
   c._____occasionally
   d._____rarely
   e._____not at all
   f._____insufficient information

3. Does the pupil readily conform to the rules and regulations of the classroom?
   a._____very often
   b._____often
   c._____occasionally
   d._____rarely
   e._____not at all
   f._____insufficient information

4. How does the pupil generally adapt to classroom routines?
   a._____very well
   b._____well
   c._____fairly well
   d._____poorly
   e._____very poorly
   f._____insufficient information

5. How does the pupil generally get along with his teacher?
a._____very well
b._____well
c._____fairly well
d._____poorly
e._____very poorly
f._____insufficient information

6. How well does the pupil like school at present?
a._____very well
b._____well
c._____fairly well
d._____little
e._____not at all
f._____insufficient information

7. Generally speaking to what extent does the pupil participate in class activities?
a._____very often
b._____often
c._____occasionally
d._____rarely
e._____not at all
f._____insufficient information

8. Generally speaking, does the pupil seek out the friendship of adults?
a._____very often
b._____often
c._____occasionally
d._____rarely
e._____not at all
f._____insufficient information

9. How well does the pupil acclimate himself to new situations?
a._____very well
b._____well
c._____fairly well
d._____little
e._____not at all
f._____insufficient information

10. How does the pupil like the idea of going to Summer School?
a._____very well
b._____well
c._____fairly well
d._____poorly
e._____not at all
f._____insufficient information

11. How well do you think this pupil (will benefit) (has benefitted) from the summer program?
a._____very well
b._____well
c._____fairly well
d._____poorly
e._____not at all
f._____insufficient information

THE CITY COLLEGE
Office of Research and Evaluation Services

Summer Day Elementary School--1969

Individual Lesson Observation Report
CRMD Component

School______________________________District and Borough____________

Teacher's Name__________________________Grade Level________________

Class____________Number of Children________Boys______Girls_________

Observer's Name___________________________Date______________________

Length of Observation____

DIRECTIONS: Circle appropriate numbers for each question.

Part I

1. How homogeneous were the pupils in this class in regard to social skills?
    1. Highly
    2. Somewhat
    3. Not at all

2. If you rated this 2 or 3, what are the reasons for your judgment?

3. How homogeneous were the pupils in this class in regard to academic abilities and aptitude?
    1. Highly
    2. Somewhat
    3. Not at all

4. If you rated this 2 or 3, what are the reasons for your judgment?

5. How would you describe the level of interest displayed by the children?
    1. Most of the children interested all of the time.
    2. Most of the children interested most of the time.
    3. Most of the children interested about half of the time.
    4. Most of the children uninterested most of the time.
    5. Most of the children uninterested all of the time.

6. How well do most of the pupils appear to relate to the teacher?
    1. Very well
    2. Well
    3. Fairly well
    4. Poorly
    5. Very poorly

7. What are the reasons for your judgment?

8. How would you describe the overall behavior of the pupils?
    1. Most of the children well-behaved all of the time.
    2. Most of the children well-behaved most of the time.
    3. Most of the children well-behaved about half of the time.
    4. Most of the children poorly-behaved most of the time.
    5. Most of the children poorly behaved all of the time.

9. What are the reasons for your judgment?

10. How would you describe the extent of participation by the children in classroom activities?
    1. Most of the children participated all of the time.
    2. Most of the children participated most of the time.
    3. Most of the children participated about half of the time.
    4. Most of the children didn't participate most of the time.
    5. Most of the children didn't participate all of the time.

11. Overall, how well would you say the children appear to get along with each other?
    1. Very well
    2. Well
    3. Fairly well
    4. Poorly
    5. Very poorly

12. How well do most of the children appear to respond to classroom management routines?
    1. Very well
    2. Well
    3. Fairly well
    4. Poorly
    5. Very poorly

13. What are the reasons for your judgment?

14. To what extent do the children in this class appear to be in need of the CRMD program?
    1. Number of children very much in need________________________
    2. Number of children somewhat in need________________________
    3. Number of children very little in need______________________

NOTE: The information for questions 15, 16, and 17 should be obtained from the teacher.

15. Has the summer teacher received any information from the children's home schools in regard to their school experiences and work during the regular school year?
    1. Yes. What kind of information?
    2. No. Why not?

16. Is there additional information she should have obtained (either in your, or her judgment)?
    1. No
    2. Yes, specifically:

17. Does the summer school teacher plan to communicate any information to the children's home schools in regard to their work in the summer school program?
    1. Yes. What kind of information?
    2. No. Why not?

18. Is there any additional information she should communicate, in your judgment?
    1. No
    2. Yes, specifically:

19. How did the class react to the presence of the observer?
    1. Class forgot the observer was present after a few minutes.
    2. Class appeared anxious or agitated due to observer's presence.
    3. Other. What?____

Part II

20. What methods did the teacher employ in giving the lesson?

21. How effective was she in implementing them?
    1. Very effective
    2. Effective
    3. Average effectiveness
    4. Ineffective
    5. Very ineffective

22. What kinds of materials did the teacher make use of in giving the lesson?

23. How effective was she in utilizing them?
    1. Very effective
    2. Effective
    3. Average effectiveness
    4. Ineffective
    5. Very ineffective

24. Did the teacher work with the children in a group or as individuals?
    1. Worked with the group all of the time.
    2. Worked with the group most of the time.
    3. Time about evenly split between group and individual children.
    4. Worked with individual children most of the time.
    5. Worked with individual children all of the time.

25. What was the physical arrangement of the classroom? (Furniture, etc.)

26. Was the physical arrangement of the classroom appropriate to the overall conduct of the class?
    1. Yes
    2. For the most part
    3. No

27. What are the reasons for your judgment?

28. Has the pupils' artwork been displayed in the classroom?
    1. Yes, a great deal of it
    2. Yes, some
    3. No

29. Can you describe some of the pupils' efforts in art? (i.e., describe pictures they have done)

30. How appropriate was the level of the work for most of the children in the group?
    1. Too high
    2. Appropriate
    3. Too low

31. If your rating was 1 or 3, what are the reasons for your judgment?

32. What curriculum areas did the teacher cover during your observation?

    Amount of Time on Each

    1. Reading/Language Arts ______
    2. Arithmetic ______
    3. Science ______
    4. Social Studies ______
    5. Social Skills ______
    6. Music ______
    7. Art ______
    8. Other, What? ______

33. What amount of planning and organization was evident in this lesson?
    1. Lesson was exceptionally well organized and well planned.
    2. Lesson was organized and showed evidence of planning.
    3. Lesson showed some signs of previous teacher preparation.
    4. Lesson showed few or no signs of organization or planning.

34. How effective was the teacher at encouraging verbalization?
    1. Very effective
    2. Effective
    3. Average effectiveness
    4. Ineffective
    5. Very ineffective

35. If your rating was 4 or 5, what are the reasons for your judgment?

36. How effective was the teacher at encouraging social interaction among the pupils?
    1. Very effective
    2. Effective
    3. Average effectiveness
    4. Ineffective
    5. Very ineffective

37. If 4 or 5, what are the reasons for your judgment?

38. How effective was the teacher at maintaining discipline?
    1. Very effective
    2. Effective
    3. Average effectiveness
    4. Ineffective
    5. Very ineffective

39. How would you describe the atmosphere of the classroom?

	Completely (1)	For Most Part (2)	No (3)
40. The classroom is free of hazards.			
41. The classroom is clean.			
42. Charts and displays are appropriate to levels of children.			
43. Charts and displays are graded to allow for individual differences.			
44. Charts and displays are related to the work being done.			

NOTE: Information for questions 45-48 and 50 should be obtained from the teacher.

45. What are the teachers' qualifications for teaching CRMD?
    1. Degree and/or college courses________________________
    2. In-service training________________________
    3. Other. What?________________________

46. Has she held the CRMD position in her home school?
    1. Yes
    2. No

47. If yes, for how long has she held the position?________________

48. For how long has she held the CRMD license?________________

49. How would you judge the teacher's qualifications in the following areas of the CRMD program?

	Very Good	Good	Average	Poor	Very Poor
a. Knowledge of methods					
b. Knowledge of materials					
c. Knowledge of children's weak areas					

50. To what extent are the parents involved in the program?
    1. To a great extent
    2. To some extent
    3. Not at all

51. What were the major strong points of the lesson?

52. What were the major weak points of the lesson?

THE CITY COLLEGE
Office of Research and Evaluation Services

Summer Day Elementary School--1969

Observer's Summary Form

Observer____

Schools Visited____

We would very much appreciate your taking the time to summarize your overall assessment of the CRMD component based on the classes you have observed. We are especially interested in the following areas.

1. What is your evaluation of the steps taken to provide for continuity of information from the child's home school to his summer school and back to the home school in the fall? Please answer as fully as possible.

    a) Do they appear to be systematic and adequate?

    b) Is the right information being provided?

    c) Have you any suggestions for improvement either in the procedure for transmitting the information or in regard to what information should be communicated?

2. Did the children generally appear to be in need of the extra help provided by the summer CRMD program?

3. How well qualified are the teachers? Do they handle their classes well? What about their formal preparation and credentials as teachers of CRMD? Please be as specific as possible.

4. What would you say are the major strengths of the CRMD component of the Summer Day Elementary School Program?

5. What would you say are its major weaknesses?

6. Have you any suggestions for improvement in any aspect of the CRMD program, based on what you have seen and heard?

THE CITY COLLEGE
Office of Research and Evaluation Services

Summer Day Elementary School--1969
English as a Second Language Component

TEACHER QUESTIONNAIRE

School____________________ District and Borough__________

Teacher's Name____________________ Date_______________

1. Which grade levels have you been teaching in the summer program?

2. Have you had experience working with non-English speaking children prior to this summer?
   1. ( ) Yes
   2. ( ) No

3. If yes, what type of experience have you had?

4. For how long?______________________________

5. Do you plan to take the license exam for the English as a Second Language position?
   1. ( ) Yes
   2. ( ) No

6. What type of preparation have you received in teaching English as a Second Language, and where have you received it?
   1. ( ) No special training
   2. ( ) College courses in
      a. ESL methods and materials
      b. Linguistics
      c. Other (what?)__________________________
   3. In-service courses in
      a. ESL methods and materials
      b. Linguistics
      c. Other (what?)__________________________

7. Do you feel that you received sufficient orientation prior to the start of the summer program?
   1. ( ) Yes
   2. ( ) No

   If yes, what occurred?
   If no, please explain why.
   Have you any suggestions for improvement?

8. Did you receive appropriate and adequate materials and supplies for the summer N-E program?
   1. ( ) Yes
   2. ( ) No

9. If you answer to #8 was No, please explain what was lacking.

10. What was the involvement of the children's parents in the English as a Second Language program?
    1. ( ) Parents were not informed about the program
    2. ( ) Parents were informed but not involved with the program
    3. ( ) Parents were informed about the program and involved in it.

11. If the answer to #10 was (3), in what ways were the parents involved?

12. How would you describe the level of parent interest in the program?
    1. ( ) Very high
    2. ( ) High
    3. ( ) Average
    4. ( ) Apathetic or no interest
    5. ( ) No basis for judgment

13. Who was responsible for selecting the children for participation in the program in the English as a Second Language Program?

14. On what basis were the children selected? What criteria were employed?

15. Having worked with the children during the summer, do you feel that the right children --those who most needed the extra help-- were selected for participation?
    1. ( ) Yes
    2. ( ) No

16. If your answer to #15 was no, please explain.

17. How would you describe the level of pupil motivation?
    1. ( ) High
    2. ( ) Average
    3. ( ) Apathetic

18. While it is difficult to judge progress over such a short period of time, would it be possible for you to estimate the extent to which the typical child in your groups has improved in the following areas during the summer program?

	Much Improvement	Some	Little/ None	Impossible to Judge
a. Vocabulary (extent, etc.)	( )	( )	( )	( )
b. Pronunciation	( )	( )	( )	( )
c. Overall fluency	( )	( )	( )	( )
d. Comprehension	( )	( )	( )	( )
e. Intonation (rhythm, stress, pitch)	( )	( )	( )	( )
f. Language patterns	( )	( )	( )	( )

19. What is the first language of the children in the classes you teach?

	Number of children who speak it
1. ( ) Spanish	________
2. ( ) Chinese	________
3. ( ) Other (specify)	________

20. How well do you speak the language spoken by the majority of the children?
1. ( ) Fluently
2. ( ) Can be understood
3. ( ) Poorly

21. How many classes do you teach per day?________

22. How long does each class last?________

23. How many children do you meet each day?
a. _____children in each class (average class size)
b. _____total number of children
c. _____number who have had previous instruction in ESL

24. Have you received any information from the children's home schools in regard to their work in English as a Second Language during the regular school year?
1. ( ) Yes. What information?
2. ( ) No. Why not?

25. Do you plan to communicate any information to the children's home schools in regard to their work in English as a Second Language during summer school?
1. ( ) Yes. What information?
2. ( ) No. Why not?

26. Overall, how do you feel about the value of the summer session program in ESL, in terms of the benefits it provides to the children?
    1. ( ) Very enthusiastic
    2. ( ) Enthusiastic
    3. ( ) No particular feeling--don't know--indifferent
    4. ( ) Negative
    5. ( ) Very negative

27. What are the strengths of the English as a Second Language in the summer program?

28. What are its weaknesses?

29. What recommendations would you make for the next year's summer ESL program?

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THE CITY COLLEGE
Office of Research and Evaluation Services

Summer Day Elementary School--1969

Individual Lesson Observation Report
English As A Second Language Component

School____________________District and Borough__________________

Teacher's Name______________________Grade Level________________

Length of Class Period______________Number of Children___________

Observer's Name_____________________Date_______________________

Length of Observation____

DIRECTIONS: Circle appropriate numbers for each question.

Part I

1. What methods did the teacher employ in giving the lesson? (E.g., drill, word or other games, etc.)

2. How effective was she in implementing them?
   1. Very effective
   2. Effective
   3. Average effectiveness
   4. Ineffective
   5. Very ineffective

3. What kinds of materials did the teacher make use of in giving the lesson?

4. How effective was she in utilizing them?
   1. Very effective
   2. Effective
   3. Average effectiveness
   4. Ineffective
   5. Very ineffective

5. Did the teacher work with the children in a group or as individuals?
   1. Worked with the group all of the time.
   2. Worked with the group most of the time.
   3. Time about evenly split between group and individual children.
   4. Worked with individual children most of the time.
   5. Worked with individual children all of the time.

6. What was the physical organization of the classroom?

7. Was the physical arrangement of the classroom appropriate for the overall conduct of the lesson?
   1. Yes
   2. For the most part
   3. No

8. What are the reasons for your judgment?

9. How appropriate was the level of the work for most of the children in the group?
   1. Too high
   2. Appropriate
   3. Too low

10. What are the reasons for your judgment?

11. Did the lesson appear to be well planned and well organized?
    1. Yes
    2. For the most part
    3. No

12. What are the reasons for your judgment?

13. How would you describe the level of interest displayed by the children?
    1. Most of the children interested all of the time.
    2. Most of the children interested most of the time.
    3. Most of the children interested about half of the time.
    4. Most of the children uninterested most of the time.
    5. Most of the children uninterested all of the time.

14. How typical do you think this lesson was for the non-English component?
    1. Completely typical
    2. Reasonable approximation
    3. Less than a reasonable approximation

15. What are the reasons for your judgment?

16. Do you have any other comments to make in regard to the lesson?

Part II

17. What is the first language of the children in the class? (You might want to check this with the teacher.)

	Language	Number of Children
1.	Spanish	
2.	Chinese	
3.	Other (specify)	

18. To what extent do the children appear to be in need of the English as a Second Language Program?
    1. Number of children very much in need.____________________
    2. Number of children somewhat in need.____________________
    3. Number of children very little in need.____________________

19. Would you say that the right children were chosen for the program?
    1. Yes
    2. For the most part
    3. No

20. What are the reasons for your judgment?

The information for questions #21 and #22 should be obtained from the teacher.

21. Has the summer school teacher received any information from the children's home schools in regard to their work in English as a second language during the regular year?
    1. Yes. What information?
    2. In some cases
    3. No. Why not?

22. Does the summer school teacher plan to communicate any information to the children's home schools in regard to the work they have done in English as a Second Language during the summer school program?
    1. Yes. What information?
    2. In some cases
    3. No. Why not?

23. Do you have any further comments and recommendations in regard to the questions of communicating information on the children's progress?

24. What are the teacher's qualifications for teaching English as a second language?
    1. Degree and/or college courses
    2. In-service training

25. Does she hold the TESL position during the regular year in her home school?
    1. Yes
    2. No

26. If yes, for how long has she held the position?__________________

27. Is she planning to take the examination for the position?
    1. Yes
    2. No
    3. Isn't sure

28. How well qualified would you judge the teacher to be in the following areas of teaching English as a second language?

	Very Good	Good	Average	Poor	Very Poor
1. Knowledge of methods	( )	( )	( )	( )	( )
2. Knowledge of materials	( )	( )	( )	( )	( )
3. Knowledge of children's areas of weaknesses	( )	( )	( )	( )	( )

29. Do you have any further comments to make in regard to the teacher's performance and qualifications?

30. What were the major strong points in the lesson?

31. What were the major weak points in the lesson?

THE CITY COLLEGE
Office of Research and Evaluation Services

Summer Day Elementary School Program--1969

Observer's Summary Form
ESL Component

Observer____

Schools visited__________________________________

We would very much appreciate your taking the time to summarize your overall assessment of the ESL component based on the classes you have observed. We are especially interested in the following areas.

1. What is your evaluation of the steps taken to provide for continuity of information from the child's home school to his summer school and back to the home school in the fall? Please answer as fully as possible.

   a) Do they appear to be systematic and adequate?

   b) Is the right information being provided?

   c) Have you any suggestions for improvement either in the procedure for transmitting the information or in regard to what information should be communicated?

2. Did the children generally appear to be in need of the extra help provided by the summer program? Please answer as fully as possible.

3. Have you any suggestions for improving the criteria by which the children are selected for participation? If "none" please write "none."

4. How well qualified are the teachers? Do they handle their classes well? What about their formal preparation and credentials as teachers of ESL? Please be as specific as possible.

5. What would you say are the major strengths of the ESL component of the Summer Day Elementary School Program?

6. What would you say are its major weaknesses?

7. Have you any suggestions for improvement in any aspect of the ESL program based on what you have seen and heard?

THE CITY COLLEGE
Office of Research and Evaluation Services

Summer Day Elementary School--1969
Individual Lesson Observation Report
(Enriched Component)

School______________ Borough__________ Art Class________ Music Class____
Grade__________ Date____________

Teacher's Name________________ Sex________ Approximate Age (circle)
20-29
Observer's Name________________
30-39
40-49
50+

Length of Observation_______________ Activities observed_____________

Number of children in class____

1. Describe the content of the lesson observed.

2. Did you see the entire lesson?
    1. Yes
    2. No, I missed the beginning
    3. No, I missed the end

3. How typical do you think this lesson was of normal functioning in this classroom?
    1. Completely typical approximation
    2. Less than reasonable approximation Why__________________

4. Who taught this lesson?
    1. Regular classroom teacher
    2. Substitute teacher
    3. "Cluster" teacher
    4. Special staff. Indicate who:____________________________
    5. More than one member of the staff. Indicate who:___________

5. What amount of planning and organization was evident in this lesson?
    1. Lesson was exceptionally well organized and planned.
    2. Lesson was organized and showed evidence of planning.
    3. Lesson showed some evidence of previous teacher planning.
    4. Lesson showed little or no evidence of organization and planning.

6. How would you characterize the level of creativity and imagination evidenced in this lesson?
   1. Extremely creative
   2. Moderately creative
   3. Average
   4. Moderately stereotyped
   5. Very uncreative and stereotyped

7. Please explain the basis for the rating.____________________

8. How would you rate the lesson you have just seen, considering the quality of instruction?
   1. Outstanding
   2. Better than average
   3. Average
   4. Below average
   5. Extremely poor

9. What use of the child's background and experience was evident in this lesson?
   1. Consistent opportunities for child to relate lesson to his own experience and/or bring experience to lesson.
   2. Some opportunity for child to relate lesson to his experience and use experience in lesson.
   3. Lesson was remote from child's experience.
   4. Question not applicable. Explain:____________________

10. How would you rate the lesson you have just seen judging from the children's interest and enthusiasm?
    1. Outstanding
    2. Better than average
    3. Average
    4. Below average
    5. Extremely poor

11. Were the instructions and lesson flexible enough to allow for individual self-expression?
    1. Extremely flexible
    2. Flexible
    3. Slightly flexible
    4. Somewhat restrictive
    5. Very restrictive

12. How frequently did the teacher in some way point out the relationship of the lesson by means of differences and similarities to common events and everyday activities outside the classroom; neighborhood activities, concerts at Lincoln Center, art exhibitions in park, etc.?
    1. Very frequently
    2. Flexible
    3. Sometimes
    4. Rather infrequently
    5. Not at all

13. What did the classroom climate, in general, appear to be? (relaxed and informal) (Were the students unafraid to make errors or mistakes?)
    1. Very relaxed
    2. Somewhat relaxed
    3. Rather inhibited
    4. Very inhibited

14. How frequently did the lesson appear to be a multisensory and lifelike experience? (Were the students required to involve the use of their eyes, ears, kinesthetic sense and feelings?)
    1. Very frequently
    2. Frequently
    3. Sometimes
    4. Rather infrequently
    5. Not at all

15. Was there any history, appreciation and theory introduced in the lesson?
    1. Yes
    2. No
       If yes, how were they introduced?
       1. As the central focus
       2. Incidentally

16. What emphasis does there appear to be on the many different methods of working with one specific media, such as clay, papier mache, paints, etc.?
    1. Very much
    2. Somewhat
    3. None at all

17. How structured does the art lesson seem to be, stressing the realism and detail of the traditional schools, or does it seem to be very flexible in that it allows for much freedom and abstractness?
    1. Very structured
    2. Structured
    3. Slightly structured
    4. Not structured at all

18. How much of the student's art work is displayed about the room?
    1. Much
    2. Some
    3. Little
    4. None

THE CITY COLLEGE
Office of Research and Evaluation Services

Summer Day Elementary School--1969

PUPIL QUESTIONNAIRE (Enrichment Component)

THIS IS NOT A TEST. No one from this school or your winter school will ever see what you write on this paper. When the class has finished with these questions, we will put them in an envelope and take them to City College where they will be read by people who have nothing to do with this school or your winter school.

We would like to know what you think about your summer music and art classes. There are no right or wrong answers to these questions. We just want to know what you think so that we can tell the people who run this program why you liked or did not like some things. If you are not sure how to answer a question, you may ask us as many questions as you wish and we shall help you.

1. I am a boy _____. I am a girl _____. (Check one.)

2. I am _____ years old.

3. Why are you attending summer school this year?
    1. Because I wanted to improve both my music and art work.
    2. Because I wanted to improve my art work only.
    3. Because I wanted to improve my music work only.
    4. Only because my parent(s) wanted me to attend.
    5. Only because someone else suggested that I should attend.

4. I attended summer school
    1. from the beginning
    2. for part of the time

5. I missed _____ days because ________________________________
   number

6. Did you have both a music and art class in your regular school?
    1. I had both music and art classes.
    2. I had just a music class.
    3. I had just an art class.
    4. I had neither an art or music class.

7. Did you have both a music and an art class in summer school?
    1. I had both music and art classes.
    2. I had just a music class.
    3. I had just an art class.

IF YOU HAD A SUMMER ART CLASS, PLEASE ANSWER QUESTIONS 8-15.

8. Did you like the summer art classes?
    1. I liked the summer art class a great deal.
    2. I liked it a little.
    3. I disliked it a little.
    4. I disliked it a great deal.

9. Tell why here: ______________________________

10. Did you like the summer art teacher?
    1. I liked the teacher a great deal.
    2. I liked the teacher a little.
    3. I disliked the teacher a little.
    4. I disliked the teacher a great deal.

11. Tell why here: ______________________________

12. Which art class did you like better, the regular or the summer?
    1. I liked the regular and summer art classes the same.
    2. I liked the summer art class better.
    3. I liked the regular art class better.

13. Tell why here: ______________________________

14. Would you like to take art in summer school next year?
    1. Yes
    2. No
    3. I don't know

15. Tell why here: ______________________________

16. How much help did your summer art teacher give you?
    1. A great deal
    2. Some help
    3. Hardly any
    4. Very little

17. Do you think your art work has improved in summer school?
    1. I think my art work has improved a great deal.
    2. I think my art work has improved a little.
    3. I think my art work has hardly improved at all.
    4. I think my art work has not improved at all.

IF YOU HAD A SUMMER MUSIC CLASS, PLEASE ANSWER QUESTIONS 18-25.

18. Did you like the summer music class?
    1. I liked the summer music class a great deal.
    2. I liked it a little.
    3. I disliked it a little.
    4. I disliked it a great deal.

19. Tell why here: ______________________________

20. Did you like the summer music teacher?
    1. I liked the teacher a great deal
    2. I liked the teacher a little
    3. I disliked the teacher a little
    4. I disliked the teacher a great deal

21. Tell why here: ______________________________

22. Did you like the summer music class better than the regular school music class?
    1. I liked the winter and summer music classes the same
    2. I liked the summer music class better
    3. I liked the winter class better

23. Tell why here: ______________________________

24. Would you like to take music in summer school next year?
    1. Yes
    2. No
    3. I don't know

25. Tell why here: ______________________________

IF YOU ARE IN AN INSTRUMENTAL CLASS, PLEASE ANSWER QUESTIONS 26-29.

26. The instrument I played in summer school is the ____________

27. Is this the first time you have played this instrument?
    1. Yes
    2. No

28. If no, how long have you been playing this instrument? __________

29. Did you have a choice of instruments, or was this the only one you could use?
    1. This was the only instrument I could use.
    2. I did have a choice.

ALL MUSIC STUDENTS, VOCAL AND INSTRUMENTAL, SHOULD ANSWER QUESTIONS 30-31.

30. How much help did your music teacher give you?
    1. A great deal of help
    2. Some help
    3. Hardly any
    4. None

31. Do you think you have improved in music in summer school?
    1. I think I have improved a great deal
    2. I think I have improved a little
    3. I don't think I have improved at all

32. Please rate the summer enrichment program on the basis of just how valuable you feel this program was for you.

	Excellent	Good	Fair	Not too Good	Bad
1. Do you feel you received sufficient help and attention in class?	1	2	3	4	5
2. Did you have an opportunity to do some of the things you wanted to do in class?	1	2	3	4	5
3. How would you rate the summer enrichment program?	1	2	3	4	5
4. Do you feel that this program is valuable enough to be continued?	yes		no	uncertain	

What do you feel should be included in this program which could make it more interesting?

THE CITY COLLEGE
Office of Research and Evaluation Services

Summer Day Elementary School--1969

Teacher Questionnaire
Enrichment Component

Name of School________________Borough____________Date__________

Teacher's Name____

1. What subject(s) and grade(s) were you teaching in this program?

2. In what area(s) do you have your license(s)?

3. Have you taught children from similar backgrounds before?
   _____1. Yes
   _____2. No

4. If YES, check the number of years experience.
   (1)_____(2)_____(3)_____(4)_____(5+)_____

PLEASE ANSWER THE FOLLOWING QUESTIONS IN TERMS OF THE SUBJECT(S) YOU ARE TEACHING.

1. Rank these listed summer enrichment objectives in their order of importance with respect to your major goals for the summer program and check those objectives that you feel were or were not achieved.

Objectives	Rank	Achieved	Not Achieved
1. To develop appreciation and skills			
2. To encourage interest and aptitude			
3. To develop creativity and self-expression			
4. To encourage individual differences			
5. (Others)			

2. The following are a list of problems which might have occurred this summer. To what extent did each category present a problem? Indicate your response by circling either (1) No problem; (2) minor problem; (3) moderate problem; (4) major problem; or (0) not relevant.

		No Problem	Minor Problem	Moderate Problem	Major Problem	Not Relevant
1.	Attendance	1	2	3	4	0
2.	Attrition	1	2	3	4	0
3.	Attrition of staff	1	2	3	4	0
4.	Sufficient supplies	1	2	3	4	0
5.	Parental involvement and participation	1	2	3	4	0
6.	Student involvement and participation	1	2	3	4	0
7.	Discipline	1	2	3	4	0
8.	Behavior	1	2	3	4	0
9.	Maintaining quality of program	1	2	3	4	0
10.	Completion of desired material	1	2	3	4	0
11.	List below any other problems you consider to be of possible importance __________________		2	3	4	0

3. In your opinion and from what you have observed about your pupils, what criteria were used for placement of students in the enrichment classes? (Circle all that apply.)
   0. no apparent criteria
   1. age
   2. interest
   3. potential aptitude
   4. demonstrated ability
   5. other____

4. How would you characterize the improvement in the level of creativity and imagination evidenced in your class?
   1. much improvement
   2. somewhat improved
   3. little or no improvement

5. **Rank order the major areas of responsibility of the educational assistants as well as their effectiveness in each area. Please rank in terms of (1, 2, . . .), with 4 representing their most major area of responsibility, entering a 0 if a particular area is not applicable. Rate each area effectiveness from low = 1 to high = 4, with 0 if not applicable.**

1. **Very ineffective**
2. **Slightly effective**
3. **Effective**
4. **Very effective**
0. Not applicable

		Effectiveness				
		Low			High	Not Applicable
Rank	Areas	1	2	3	4	0
a._____	assisting teachers in whole class instruction					
b._____	working with small groups of children					
c._____	tutoring individual children					
d._____	assisting with preparation of materials					
e._____	assisting with administrative detail					
f._____	Others (please specify)					

6. The project proposal lists the following areas as possible objectives of the summer program. Circle the approximate number of children who made noticeable progress in these areas. Indicate your response by circling either:

   1. If few or no children made noticeable progress in any given area;
   2. If some children (about 25%) made noticeable progress;
   3. If about half of the children made noticeable progress;
   4. If most children (about 75%) made noticeable progress;
   5. If all children made noticeable progress;
   0. If not relevant.

	Few or no Children	Some Children (about 25)	Half of the Children	Most Children (about 75%)	All Children	Not Relevant
1. Art	1	2	3	4	5	0
2. Music	1	2	3	4	5	0
3. Emotional development	1	2	3	4	5	0
4. Personality growth	1	2	3	4	5	0
5. Positive attitude towards school and education	1	2	3	4	5	0
6. Rise in children's educational aspirational level	1	2	3	4	5	0
7. List below any other areas in which your children have made noticeable progress:						
____________	1	2	3	4	5	0

7. How did your class react to school trips?
   1._____enthusiastically
   2._____positively, but not enthusiastically
   3._____slightly positively
   4._____slightly negatively
   5._____strongly negatively

8. List the class trips taken this summer.

9. How do you feel about the amount of time children spend in Music and/or Art classes?
   1._____too much time spent in Music and/or Art
   2._____too little time spent on Music and/or Art
   3._____appropriate amount of time

10. Were the parents informed of and involved with the program?
    1._____Yes
    2._____No
    If YES, how?____

11. Select the phrase that best describes parents' interest in the program:
    1._____apathetic
    2._____little interest
    3._____average interest
    4._____high interest
    5._____no basis for judgment

12. Compared with comparable non-attenders, do you think the educational aspirational levels of the children who attend this program will be: (Circle one)
    1._____lower than comparable non-attenders
    2._____the same as comparable non-attenders
    3._____higher than comparable non-attenders

13. List what you consider to be the more positive contributions of the enrichment program you are engaged in.

14. List what you consider to be some of the negative aspects of the program you are now engaged in.

15. Will progress reports be sent to the pupils' home school?
    ( ) Yes
    ( ) No

16. If the answer to Question 15 is YES, what information is included?

THE CITY COLLEGE
Office of Research and Evaluation Services

Summer Day Elementary School, Summer 1969

Teacher Questionnaire
Gifted Component

Name of School____________________Borough__________District______

Teacher's Name______________________________________Date__________

1. What subject(s) and grade(s) have you taught before this program?

2. How many years have you been teaching in New York City Schools?

3. Have you taught gifted classes before?
   1( ) Yes
   2( ) No
   If yes, for how long?______________________________________

4. Did you attend any training or orientation program for this project?
   1( ) Yes
   2( ) No

5. In which area(s) and grade(s) do you have your license?

Please answer the following questions in terms of the subject(s) you are teaching now in the summer program.

6. Were you given a curriculum guide to follow for the summer?
   1( ) Yes
   2( ) No
   If you were given a guide, what was its name?___________________
   Was the guide compiled specifically for use in this program?
   1( ) Yes
   2( ) No

7. In what way were the children provided with experiences they had not encountered prior to the program?
   1( ) Children had many new experiences
   2( ) Children had some new experiences
   3( ) Children had few new experiences

8. Were special materials supplied by the school in your subject area?
   1( ) Yes
   2( ) No
   If yes, what were these materials?

9. Did you have an educational aide?
   1( ) Yes
   2( ) No

10. If you did have an educational aide, rank his or her responsibilities using the number 1 to indicate the area of greatest responsibility down to the number 5 for the area of least responsibility.
   ( ) Clerical
   ( ) Preparation of classroom materials
   ( ) Individual tutoring
   ( ) Group instruction
   ( ) Other. What?____________________________

11. How effectively did your educational aide perform his/her duties?
   1( ) Very well
   2( ) Well
   3( ) Acceptably
   4( ) Poorly
   5( ) Very poorly
   6( ) Does not apply--no educational aide

12. Were specialists invited to talk to your classes?
   1( ) Yes
   2( ) No
   If yes, in which areas?
   How frequently did they come?
   1( ) Once a week or more
   2( ) Once a month or more
   3( ) Does not apply--no visitors

13. How many trips did your class make?____________________
   How many trips were taken to each of the following places? If none, please enter "0."
   ( ) Science Museum
   ( ) Art Museum
   ( ) Historical Museum
   ( ) Zoo
   ( ) Musical Events
   ( ) Theatrical Events
   ( ) Community/neighborhood agencies (e.g., fire station, police station, bakery, library)
   ( ) Industrial Areas
   ( ) Other. What?____________________________

14. The project proposal lists the following areas as possible objectives of the summer program. Enter the number 1 after any area in which you think at least half of the children made noticeable progress. Enter the number 2 if not relevant to your program.

A) Language Arts . . . . ( )
B) Arithmetic . . . . ( )
C) Art . . . . ( )
D) Music . . . . ( )
E) Science . . . . ( )
F) Social Studies . . . . ( )
G) Emotional Development . . . . ( )
H) Personality Growth . . . . ( )
I) Positive Attitudes toward school and education . . . ( )
J) Rise in Children's educational aspirational level . . ( )
K) Rise in Children's expectation of success in the next school year . . . . ( )
L) Improvement of Children's average daily attendance in the next school year . . . . ( )
M) Improvement of child's self-image . . . . ( )
N) Stimulation of new interests in children . . . . . . ( )
O) Rise in amount of motivation and effort towards school work . . . . ( )
P) Broadening of children's horizons and experience . . ( )
Q) Personal work and study habits . . . . ( )
R) List below any other areas in which your children made noticeable progress:
____ . . ( )

15. Please enter the number of children in your class who are in the following categories:
Have attended regular gifted classes in the past._______________
Will enter a gifted class for the first time in the Fall.________
Not now scheduled to enter gifted class, but should.____________
Total children in class.____

16. How well do you think the children who attend this program will do in academic performance next Fall compared to comparable non-attenders?
1( ) Children who attend will not do as well as comparable non-attenders.
2( ) Children who attend will do as well as comparable non-attenders.
3( ) Children who attend will do better than comparable non-attenders.

17. Will progress reports be sent to the pupils' home schools?
1( ) Yes
2( ) No

18. If the answer to #17 is yes, what information will be included?__

19. What were the major strengths of the program?

20. What were the major weaknesses of the program?

21. What suggestions do you have for the program next summer?

22. How do you feel about the value of the summer school program?
1( ) enthusiastic
2( ) positive, but not enthusiastic
3( ) slightly positive
4( ) slightly negative
5( ) strongly negative
Why?

THE CITY COLLEGE
Office of Research and Evaluation Services

Summer Day Elementary School--1969

Pupil Questionnaire (Gifted Component)

THIS IS NOT A TEST. No one from this school or your winter school will ever see what you write on this paper.

The purpose of this questionnaire is to allow us, at City College, to know what you think about your Summer School class (classes), thus there are no wrong or right answers to the questions. We just want to know what you think so that we can tell the people who run this program why you liked or did not like some things; in this way we hope to improve next year's program. If you are not sure about an answer you may ask as many questions as you wish and we shall help you. Thank you for helping us.

1. I am a boy ( ) I am a girl ( ) (Put a check next to one)
2. My summer school is P.S.________________________________
3. My regular school is P.S._______________________________
4. I am __________ years old.
5. Circle as many of the following that apply to you.
   a. I am going into the gifted class in September
   b. I was in a gifted class last year.
   c. I have never been in a gifted class.
6. I came to summer school because__________________________
7. I attended summer school: (circle one)
   a. from the beginning
   b. for part of the time
8. I missed ______ days because___________________________
9. In what way was summer school different from regular school?
10. In what way was summer school like regular school?
11. My favorite activity in summer school was:__________________
12. Why did you like this?
13. What did you like least about summer school?

14. Why didn't you like this?

15. What new things did you do in summer school?

16. What new things did you do on your own?

17. If you could change summer school, what would you
    a. add____
    b. drop____

18. How much did you like summer school? (Circle one)
    a. I liked it very much
    b. I liked it
    c. I liked it just a little
    d. I disliked it a little
    e. I disliked it
    f. I disliked it very much

19. Tell here what you liked about summer school.____________________

20. Tell here what you disliked about summer school.____________________

21. Would you like to come back to summer school next year? (Circle one)
    a. Yes
    b. No

22. Tell why here.____

23. How much has summer school helped you with your school work? (Circle one)
    a. I think that summer school has helped me a great deal.
    b. I think summer school has helped me.
    c. I don't think that summer school has helped me very much.
    d. I don't think that summer school has helped me at all.

24. If you think summer school has helped you, tell why here.________

25. If you think it hasn't, tell why here.____________________________

26. Do you think you will do better in winter school this year than you did last year? (Circle one)
    a. I think I will do a lot better in winter school.
    b. I think I will do better.
    c. I think I will do a little better.
    d. I don't think I will do much better.
    e. I don't think I will do better.

27. How much did your summer teacher (teachers) help you? (Circle one)
    a. My teacher(s) helped me a great deal.
    b. My teacher(s) helped me a little.
    c. My teacher(s) didn't help me very much.
    d. My teacher(s) didn't help me at all.

28. My favorite subject in winter school is: (Circle one)
    a. science
    b. mathematics
    c. reading
    d. language arts
    e. physical education
    f. art
    g. music
    h. other (What?)______________________________

29. In what subjects do you usually get good marks in regular school?

30. How many of the children in this class did you know when this class started? (Circle one)
    a. I knew most of the children in this class.
    b. I knew some of the children in this class.
    c. I did not know any of the children in this class.
    d. I came to the summer school with my friend (friends).

31. Did you make any new friends in this summer school class?
    a. Yes
    b. No. If not, why not?______________________________

32. Did you play with some of your friends from this class after school? (Circle one)
    a. Yes
    b. No

33. How would you describe your interest and feelings about this summer gifted program? (Circle one)
    a. Very exciting
    b. Exciting
    c. Interesting
    d. Somewhat interesting
    e. Boring

THE CITY COLLEGE
Office of Research and Evaluation Services

Summer Day Elementary School--1969

Census Form (Gifted Component)

Name of School____________________

Borough____________________

Principal or Supervisor____________________

Please fill out information pertinent to your Gifted Component. Where classes are formed on criteria other than grade level please cross out the grade level numbers and write in the criteria used on the appropriate line.

	Grade (1967-68 school year grade)	Number of classes at each grade level	Number of Public School Pupils	Number of Non-Public School Pupils	Number of Teachers	Number of Educational Aides
1.	____	____	____	____	____	____
2.	____	____	____	____	____	____
3.	____	____	____	____	____	____
4.	____	____	____	____	____	____
5.	____	____	____	____	____	____
6.	____	____	____	____	____	____

Criteria of grouping if other than grade level?

What criteria were used in selecting pupils to participate in the gifted classes?

Summer Day Elementary School--1969

ILOR: GIFTED COMPONENT SUPPLEMENT

23. Briefly describe the content of the lesson.

24. The lesson:
    a. was an isolated presentation
    b. was part of an on-going sequence
    c. emerged from and was closely related to a current group interest

25. The lesson:
    a. gave insufficient evidence of planning
    b. adhered strictly to a predetermined plan
    c. made provision for the integration of the unexpected
    d. lost direction and focus because of the unforeseen

26. The structure of the lesson emphasized:
    a. Reproduction rather than production. Children were given new information.
    b. Fixed answer problem solving. Causes and consequences were explored.
    c. Moving from the known to the unknown. There was opportunity to get different answers or to offer different ideas.

27. Generalizations, relationships and main concepts were:
    a. not emphasized
    b. provided by the teacher
    c. verbalized by the children
    d. developed and reinforced through the process of inquiry (simple to complex, concrete to abstract)

28. There was evaluation of

	by teacher	Evaluation was done cooperatively by teacher and group or individual
a. a general product or idea which was an integral part of the lesson	a.________	________________
b. the product or idea of the group	b.________	________________
c. the product or idea of an individual	c.________	________________
d. group participation and progress	d.________	________________

29. Evaluation was generally:
    - a. omitted
    - b. critical or negative
    - c. not done in terms of criteria
    - d. not supported by suggestions for improvement
    - e. included
    - f. encouraging or positive
    - g. done in terms of criteria
    - h. supported by suggestions for improvement

30. The children: (circle all that apply)
    - a. were seated in a row on row arrangement
    - b. were seated flexibly
    - c. remained in their seats
    - d. were permitted to move about the room to pursue projects

31. The teacher:
    - a. remained at the front of the class most of the time
    - b. moved around the room looking at individual work or helping individuals or groups

32. Questions asked by the teacher solicited responses requiring:

	Once or twice during obs.	More than twice during obs.
a. recall, identification, specificity of facts	____	____
b. analysis and synthesis	____	____
c. evaluation and interpretation	____	____
d. speculation and inquiry	____	____
33. Children asked questions of		
a. the teacher	____	____
b. other children and/or the group	____	____
34. Children's contributions and responses were directed to		
a. the teacher	____	____
b. other children and/or the group	____	____
35. Children asked questions		
a. for information	____	____
b. to clarify instructions	____	____
c. for explanation	____	____
d. to test ideas or interpretations	____	____
e. to compare reactions or evaluations	____	____

	Once or twice during obs.	More than twice during obs.
36. Children's responses:		
a. were short and factual	____	____
b. listed several closely connected ideas	____	____
c. elaborated on a single idea	____	____
d. explored alternative solutions	____	____
e. contained some original or unexpected aspect	____	____

37. Were there incidences when children: (circle all that apply)
    - a. reacted to each other
    - b. argued with the position taken by others
    - c. suspended judgment until further information could be obtained
    - d. proposed ways of testing ideas
    - e. thought through the needs of a situation and developed a plan of their own

38. Was there provision for children to: (circle all that apply)
    - a. work in small groups or individually
    - b. work on their own during the lesson (independent work but related to lesson)
    - c. consult as a group or individually with the teacher
    - d. continue to pursue tasks or projects in which they were involved beyond the time allocated during the lesson

39. During the lesson connection was made with: (circle all that apply)
    - a. previous lessons or learnings in this class in this subject
    - b. experiences of the group or individuals in the group
    - c. experiences of the teacher
    - d. learnings or experiences in other curriculum areas during the summer
    - e. events in the school or immediate school community
    - f. current events (city, national or international)
    - g. future lessons or learnings in this class in this subject matter

40. What evidence was there of the following opportunities for children to make decisions?

	None	Some	Substantial
a. Determine areas or projects being studied	____	____	____
b. Direct the mode of inquiry utilized in the lesson	____	____	____
c. Select assignments or independent projects from suggested alternatives	____	____	____
d. assume responsibility for classroom presentations or curriculum materials	____	____	____
e. Evolve future plans	____	____	____

41. Pupil's work (was) (was not) displayed on bulletin boards and in centers of interest.

42. The products displayed:
    a. were repetitive examples of assigned work
    b. illustrated a variety of activities undertaken
    c. emphasized the recognition of individuality and self initiative

43. Was any equipment or special material used during the lesson?
    a. Yes
    b. No
    If yes, list______________________________________

44. If any equipment or materials were in the room but not used for the lesson, please list.________________________________

45. Circle which of the following apply to the materials and equipment in the room:
    a. sufficient in quantity
    b. easily accessible to children
    c. available for manipulation and/or observation
    d. supportive of current group interests and projects
    e. illustrative of more than one facet or concept of a curriculum area

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THE CITY COLLEGE
Office of Research and Evaluation Services

Summer Day Elementary School--1969

Census Form

Name of School____________________
Borough____________________
(Fill in name below:)
Principal or Supervisor____________
(Fill in numbers below:)
General Assistant____________
School Librarian____________
Recruitment Aide____________
Secretaries____________

Please fill out information pertinent to your school organization. Also please separate those classes which are receiving reading or mathematics only from those which are receiving reading and mathematics together, if situations of this sort exist. There are rows available for the various possibilities.

Components	Grade	Number of classes at each grade level*	Number of Public School Pupils	Number of Non-Public School Pupils	Number of Teachers	Number of Educational Aides
Reading only	1					
	2					
	3					
	4					
	5					
	6					

Criteria of grouping if other than grade level:____________

Reading and Mathematics	1					
	2					
	3					
	4					
	5					
	6					

Criteria of grouping if other than grade level:____________

Mathematics only	1					
	2					
	3					
	4					
	5					
	6					

Criteria of grouping if other than grade level:____________

Components	Grade	Number of classes at each grade level*	Number of Public School Pupils	Number of Non-Public School Pupils	Number of Teachers	Number of Educational Aides
English Instruction for Non-English Speaking Children	1					
	2					
	3					
	4					
	5					
	6					

Criteria of grouping if other than grade level: ____________________

Components	Grade	Number of classes at each grade level*	Number of Public School Pupils	Number of Non-Public School Pupils	Number of Teachers	Number of Educational Aides
Music	1					
	2					
	3					
	4					
	5					
	6					

Criteria of grouping if other than grade level: ____________________

Components	Grade	Number of classes at each grade level*	Number of Public School Pupils	Number of Non-Public School Pupils	Number of Teachers	Number of Educational Aides
CRMD	1					
	2					
	3					
	4					
	5					
	6					

Criteria of grouping if other than grade level: ____________________

*Where classes are formed on criteria other than grade level please cross out the grade level numbers and write in the criteria used on the appropriate line.

THE CITY COLLEGE
Office of Research and Evaluation Services

Summer Day Elementary School--1969

RECORD OF PUPIL REGISTER, ATTENDANCE AND POSITIONS FOR 7/7, 7/23, and 8/8

District #____________________

Summer Day Elementary School #____________________

Telephone #____________________

	1			2			3					
							Enrichment					
	Reading			Math			Art			Music		
Date	Reg.	Att.	Pos.	Reg.	Att.	Pos.	Reg.	Att.	Pos.	Reg.	Att.	Pos.
7/7												
7/23												
8/8												
Totals:												

	4			5			6			7			8	9
	Gifted			Non-English			C.R.M.D.			Totals			No. of School Aides	No. of educ. Asst.
Date	Reg.	Att.	Pos.	Reg.	Att.	Pos.	Reg.	Att.	Pos.	Reg.	Att.	Pos.		
7/7														
7/23														
8/8														
Totals:														

APPENDIX C

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